



Race to the Top - Early Learning Challenge Grant Application

CFDA Number: 84.412A

“Children: The Bedrock of the Granite State” Plan

State of New Hampshire

October 16, 2013



V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The State has not previously received an RTT-ELC grant.

(b) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (Indicate the Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
NH Department of Education (Lead Agency)	Appendix A10	\$37,495,346
NH Department of Health and Human Services	Appendix A10	N/A

(c) There must be an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program in the State, either through the State under section 511(c) of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Pub. L. 111-148), or through an eligible non-profit organization under section 511(h)(2)(B).

The State certifies that it has an active MIECHV program in the State, either through the State or through an eligible non-profit organization. The Departments will determine eligibility.

☒ Yes

☐ No

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age, race, and ethnicity. (see Table (A)(1)-3).

- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-4) to the present.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-5) to the present.
- The completed table that describes the current status of the State’s Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State’s Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

A. Successful State Systems

Introduction

New Hampshire has been working on early childhood systems building for many years but these efforts were given a great boost in 2011 when Governor John Lynch established Spark NH as the state’s early childhood advisory council. Shortly thereafter, American Recovery and Reinvestment Act (ARRA) funding became available through the Administration for Children

and Families (ACF). With infrastructure to support early childhood systems work and project money, Spark NH became a lightning rod for the energy and enthusiasm in the state toward making changes to support better outcomes for young children and their families. Spark NH is a public/private partnership and includes inter-and intra-agency participation from the Departments of Education (DOE) and Health and Human Services (DHHS), children's advocates, early childhood educators, policymakers, health and family support professionals, the philanthropic and business sectors, higher education officials, community leaders, and parents of young children. The governor-appointed Council is comprised of 23 professionals (see list in Appendix A1) across early education, health, and family support. The Council's seven permanent committees, as well as its time-limited task forces, are open to non-Council members and include over 150 volunteers. In just two years, through Spark NH, the state has: designed a comprehensive website with a professional development PORTAL; produced a statewide needs assessment, two reports on early childhood certificate and degree programs in higher education, and a report on early childhood data integration; commissioned a small-sample survey and report on access to early childhood programs and services; aligned NH's Early Learning Standards with national best practices and the NH College and Career Readiness Standards (NHCCRS); created carefully-framed public awareness materials on the importance of early childhood; and perhaps most importantly, coordinated the creation of a strategic plan for early childhood (see Appendix A2 for the NH Comprehensive Strategic Plan for Early Childhood (NHCSPEC)).

For many children and their families, NH is a wonderful place to grow up and live. We are proud that in 2013, NH was ranked #1 by the Annie E. Casey Foundation Kids Count report based on all states' standard scores in 16 domains of health and wellness, #1 in the domain of economic well-being, #1 in family & community economic health, and #4 in education.

Race to the Top – Early Learning Challenge (RTT-ELC) is the opportunity participants in The Council and other early childhood leaders and stakeholders have been waiting for to address the needs of vulnerable children and families. We've assessed and identified needs of young children and their families, and identified issues and barriers in the early childhood system that we hope to address to close opportunity gaps and increase academic and social outcomes. With the help of RTT-ELC, NH can use this work to effectuate real change: creating a comprehensive, coordinated system where DOE and DHHS work together at the highest level to break down silos and build a seamless system for expectant parents and children from birth through grade 3,

to ensure all NH children and families are healthy, learning and thriving, now and in the future. In keeping with the philosophy and beliefs that underscored The Council's work, we have given our project the name "Children: the Bedrock of the Granite State" – or "Children: The Bedrock" Plan for short. This grant application operationalizes this plan and identifies how both state and federal resources (including the funds from this competition) will be used to move the plan forward.

"And Miles to Go..."¹

Despite the high quality of life experienced by many NH children and their families, we have much work to do in order to achieve equity of opportunity and outcomes for our highest need children and families.

Evidence of this unfinished work includes:

- 15.6% of NH's children live in poverty, up from 12% in 2011, the second-highest increase in the U.S.
- 48% of children do not attend preschool.
- 6.9% of babies are born with low birth weight.
- 8% of children ages 6 and under do not have health insurance.
- 29% of children live in single parent households and are at risk for poor school performance.
- 30% of children with disabilities do not graduate from high school with a regular diploma.
- Students with disabilities, children of color, and English-language learners (ELL) perform significantly worse than their white counterparts on state tests in the areas of reading, writing, math, and science.
- Approximately 3,300 school age children are homeless.
- 33.4% of 3rd graders are overweight or obese.
- An estimated 56,000 children and youth – or one in five – between the ages of five and 19 have a diagnosable mental health disorder.
- Approximately 43% of youth receiving mental health services are diagnosed with a co-occurring substance use disorder.

¹ Excerpt from *Stopping by Woods on a Snowy Evening* by Robert Frost, a New Hampshire poet.

In conclusion, although NH ranks highly on many measures of child and family health and educational achievement, we must devote our efforts to closing the opportunity, participation, and outcome gaps experienced by our most vulnerable children and families, including those in our rural and remote areas.

(A)(1) Past Commitment to Early Learning and Development

(a) New Hampshire's Financial Investment in Early Learning and Development

As shown by the data in Table (A)(1)-4, NH's financial investment in early learning and development was significantly affected by the 2008 recession. In 2009, due to significant decreases in State revenue, general fund investments (state dollars appropriated by the Legislature) decreased across the board. For the first time ever in NH, a wait list for Child Care and Development Fund (CCDF) child care scholarships (NH's term for subsidy) was instituted in October of 2009. In January of 2010, TQRIS incentives were suspended due to lack of funds and the cost share for families was raised.

With the fluctuation in employment during the economic recovery, our ability to project the need for Temporary Assistance to Needy Families (TANF) and child care scholarships decreased. In the 18 months leading up to September 2009, there was a 15% increase in the number of children/families receiving child care scholarships, where the previous seven-year average was 1-2%. This unexpected increase in demand for child care scholarships was accompanied by the phenomenon of families staying in the scholarship program longer than in the past. To avoid a deficit in the child care scholarship program the state created a child care scholarship wait list in October of 2009, in January 2010 it suspended the TQRIS incentives, and in April 2010 it increased the family cost share.

Despite the economic issues, a public-private task force convened by DHHS met for two years from 2007-2009 to redesign the child care scholarship system. The Child Care Scholarship Redesign Task Force worked with the Commissioner of DHHS and the Joint-Legislative Committee on Administrative Rules to make significant changes. The payment rates for child care scholarship were raised to the 50th percentile of the most current Market Rate Survey for licensed early learning and development programs and lowered for unregulated care. The differential payment for children with significant disabilities increased by 250% and the absence

payment policy changed so that all children receiving child care scholarships had access to equal absence payments, reducing out-of-pocket costs for working parents. Results were positive:

- The percent of parents receiving child care scholarships enrolling their children in licensed child care scholarship programs increased from 63% to 81% in two years and to 91% this year.
- The percent of licensed early learning and development programs accepting children receiving child care scholarship increased from 51% to 62% in only two years and to 63% this year.
- The number of children with disabilities whose early learning and development programs are receiving the differential payment for their care doubled in only two years.

(b) Increasing From the Previous Five Years the Number of Children with High Needs Participating in Early Learning and Development Programs

The number of children with high needs participating in early learning and development programs paralleled the variability of funding for those programs during the recession. Thus, to avoid a deficit in the child care scholarship program: in October 2009, the state created a child care scholarship wait list; in January 2010, the state suspended the tiered quality rating and improvement system (called Granite State Stars to the Summit – GSSS), quality incentives awards; and, in April 2010, it increased the family cost share. To preserve the maximum amount possible of Child Care and Development Funds for serving low-income working families, in 2010 the Division for Children, Youth, and Families (DCYF) created a process by which child care expenses for children eligible for IV-E services, primarily children whose foster parents are employed, are paid with IV-E funds. This change reduced the length of time the wait list was needed. Despite the reductions in the budget, however, the Legislature approved child care scholarship payment rate increases that reflected the 50% percentile of the most current Market Rate Survey for early learning and development programs. This rate increase was an incentive for early learning and development programs to continue enrolling children receiving child care scholarships. New Hampshire ended the child care scholarship wait list in February 2011.

In 2013, as funding became available, the DHHS Associate Commissioner and DCYF Director provided evidence to support reversing the suspension of the GSSS and increased family cost shares, as well as advocating for increasing the family income eligibility to reflect the 2013 federal poverty levels and the child care scholarship payment rates for early learning and

development programs to reflect the most recent Market Rate Survey. All of these changes were passed by the Legislature in the current State budget and became effective on July 1, 2013.

The NH legislature also showed its commitment to early learning when it passed a law in 2007 requiring, for the first time, all school districts to offer public kindergarten by the fall of 2009. With the passage of the law, the legislature appropriated \$35,000,000 to support construction costs, equipment, and other supplies.

(c) Existing Early Learning and Development Legislation, Policies, or Practices

New Hampshire’s history of legislation and policy in the EC arena is an example of its strong commitment to children’s health, development, and learning. Table NH:A1 depicts key legislation in this area.

Table NH:A1: Early Learning and Development Legislation and Policies

1999: Credentialing of Personnel in Early Care and Education Programs	Creation of the NH Early Childhood Professional Development System (RSA 170-E:50).
2005: Tiered Quality Rating and Improvement System established	DHHS designated \$500,000 per year to provide quality incentives to programs that are “Licensed-Plus” through the NH Child Care Licensing Unit
2006: Quality Early Learning Opportunity Initiative (RSA 126-A:5 XV)	Raised the eligibility for child care subsidy from 190% of the federal poverty level to 250% of the FPL for parents whose children enroll in a licensed child care program.
2006: Fingerprinting added to background checks (RSA 170-E:7)	Pertains to all licensed child care programs and all license-exempt child care providers serving children receiving scholarships
2007: SB93-FN which became RSA 415:6-n. Early Intervention Insurance Coverage	Insurance coverage for cost of early intervention services for children with a developmental disability or delay birth-36 months.
2007: Mandated Offering of Public Kindergarten law	School districts must offer kindergarten to all children by the fall of 2009
2008: Updated Child Care Licensing Rules	He-C 4002 increased quality required of early learning and development programs
2009: Child Care Scholarship (He-C 6910.17)	He-C 6910.17 Changed to require reimbursement rate to child care providers 50 th percentile of most recent Market Rate Survey. He-C 6910.12(a) 40 days of child care scholarship coverage in a rolling 6 months period for parents who lose employment.
2012 (update): Credentialing of Personnel	Early Childhood Teachers – birth-grade 3 (Ed

Serving Children Ages 3-21	Admin Rules 507.18) Early Childhood Special Education Teachers – birth-grade 3 (Ed Admin Rules 507.39)
2012: Child Care Scholarship Rules revised (He-C 6910.04e)	Simplified process for applying for child care scholarships.

(d) Current Status in High-Quality Early Learning and Development Building Blocks

Early Learning and Development Standards

The development of NH's Early Learning Standards (2013)(Appendix A3) was led by DHHS, DCYF, and DOE. These standards have already been aligned with the NH Kindergarten Readiness Indicators (see Appendix A4) and our plan calls for an additional alignment of the standards to NHCCRS to support districts that choose to use them. The Early Learning Standards consist of five developmental domains –Social and Emotional, Language and Emergent Literacy, Cognitive – comprised of numeracy, science, social studies and approaches to learning, Physical Development and Health, and Creative Expression and Aesthetic Appreciation. The current draft is being reviewed by Dr. Sharon Lynn Kagan of Columbia Teachers College and Dr. Catherine Scott-Little of UNC and intensive technical assistance is being provided by the The Federal Office of Child Care National Center on Child Care Quality Improvement.

Quality Rating and Improvement System

NH put in place its GSSS seven years ago, and is currently undertaking a comprehensive revision (described fully in Section B). The current GSSS has three levels that apply to center-based and family child care, and to early childhood and afterschool programs: licensed, licensed-plus, and accredited (see Appendix A5 for proposed standards). Phase I of a GSSS re-design effort has been completed. The proposed revision will cover children who participate in licensed, center-based early learning and development programs, child care, Head Start, and licensed public preschools. It will consist of five levels: levels 1 and 2 are preparatory, training and document-based; and levels 3, 4, and 5 increase in quality, are based on points, and include on-site monitoring. On September 30, 2013 the revised standards were presented to the U.S. Office of Child Care, and the Task Force is meeting in October 2013 to begin working on Phase 2 of the project, the identification of supports, incentives, a marketing plan, financing, an initial implementation plan, and a validation strategy.

Comprehensive Assessment Systems

Table (A)(1)(7) depicts the assessment systems currently in place in NH. The revised GSSS will require high-quality programs to have a comprehensive assessment system comprised of developmental screening, formative assessments, assessment of the learning environment, assessment of teacher-child interactions, and a data system.

Strengthening Families

Strengthening Families, an evidence-based, cost-effective strategy designed to increase capacity in families through a Protective Factors Framework, guides the family support work in NH. Focused activities of this initiative include:

- DCYF has adopted Strengthening Families language and principles into their Practice Model that guides agency practice in the areas of: child welfare, foster and adoptive care, wellness, child care, Head Start State Collaboration, and preventive services.
- For each of the last three years, the NH Children's Trust has coordinated and hosted a Strengthening Families Summit, attended by over 200 professionals working on behalf of young children and families across the state.

Family Engagement and Leadership

NH has a track record of engaging and supporting families of young children at-risk through an array of programs, strategies, and activities designed to facilitate positive outcomes in all seven Parent, Family, and Community Engagement Framework (PFCEF) areas and national Parent Teacher Association (PTA) standards.

Outcomes	NH Examples
<p>1. Family Well-Being</p> <p>Parents/families are safe, healthy and have increased financial security.</p>	<ul style="list-style-type: none"> ▪ Strengthening Families initiative ▪ NH Children's Trust ▪ Head Start/Early Head Start ▪ NH Home Visiting ▪ Family Resource Centers ▪ Dartmouth Trauma Informed Care
<p>2. Positive Parent-Child Relationships</p> <p>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development</p>	<ul style="list-style-type: none"> ▪ NH Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program ▪ Head Start/Early Head Start ▪ Family Centered Early Supports and Services (FC ESS)(early intervention) ▪ DCYF Better Together with Birth Parents ▪ Dartmouth Trauma Informed Care ▪ NH Association for Infant Mental Health

<p>3. Families as Lifelong Educators</p> <p>Parents/families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities</p>	<ul style="list-style-type: none"> ▪ Parents as Teachers ▪ Watch Me Grow ▪ Head Start/Early Head Start ▪ FC ESS
<p>4. Families as Learners</p> <p>Parents/families advance their own learning interests through education, training, and other experiences that support their parenting, career, and life goals.</p>	<ul style="list-style-type: none"> ▪ Adult Education ▪ Child Care Aware (Child Care Resource & Referral) ▪ NH Connections ▪ Family Resource Centers
<p>5. Family Engagement in Transitions</p> <p>Parents/families support and advocate for their child's learning and development as they transition to new learning environments, and preschool to kindergarten through elementary school.</p>	<ul style="list-style-type: none"> ▪ NH Parent Information Center (PIC) ▪ NH Connections ▪ DOE Ready! for Kindergarten ▪ NH Family Voices ▪ National Alliance on Mental Illness (NAMI) NH ▪ NH Head Start/Early Head Start
<p>6. Family Connections to Peers and Community</p> <p>Parents/families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p>	<ul style="list-style-type: none"> ▪ Better Together ▪ Parent-to-Parent ▪ NH Family Voices ▪ Strengthening Families ▪ NAMI NH ▪ NH Head Start/Early Head Start ▪ Family Resource Centers
<p>7. Families as Advocates and Leaders</p> <p>Parents/families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.</p>	<ul style="list-style-type: none"> ▪ PIC ▪ NH Connections ▪ NAMI NH ▪ University of NH Institute on Disability ▪ Head Start/Early Head Start; Head Start State Parent Advisory Council (PAC) ▪ DCYF Better Together with Birth Parents ▪ Council for Children and Adolescents with Chronic Health Conditions ▪ NH Interagency Coordinating Council (NH ICC) ▪ Spark NH, Early Childhood Advisory Council ▪ Every Child Matters ▪ Leadership NH

Health Promotion

The Division of Public Health Services has the following agencies that work with at risk families: Rural Health and Primary Care, Oral Health, Immunization, Women Infants and Children (WIC) Nutrition Program, Obesity Prevention, Tobacco Prevention and Control, Diabetes Prevention and Treatment, Home Visiting, and Family Planning. These programs provide outreach and technical assistance to pediatricians, Federally Qualified Health Centers, and early learning and development programs (both home and center-based). DOE's Bureau of Nutrition Programs and Services provides technical assistance, guidance, and professional training to schools and programs to ensure that: 1) the meal programs operate in accordance with the regulations; and 2) nutritious meals are provided to all children through programs such as afterschool snack, child and adult care food program, fresh fruit and vegetable program, national school lunch program, special milk program, and summer food service program.

In 2004 Congress passed Section 204 of PL 108-265 of the Child Nutrition and WIC Reauthorization Act requiring local education agencies to develop a local wellness policy that addresses the growing problem of childhood obesity. DOE has made multiple resources available for schools to use for developing local wellness policies including a wellness toolkit.

Development of Early Childhood Educators

New Hampshire has a diverse and growing community of professionals who work with or on behalf of children, youth, and families. Early childhood educators work in Head Start, child care, early intervention, and public education. The career ladder, from family child care credentials, to certified early childhood special educators, to early childhood education faculty, provides a myriad of pathways to employment. Just as this community has grown over the years, the NH Early Childhood Professional Development System (NHECPDS) has grown and been revised to support the ongoing professional development of early childhood teachers, administrators, workshop trainers, college faculty, mentors, program consultants, and allied professionals. The NHECPDS standards, which are required in certain State contracts, include core knowledge, education and specialized coursework, work experience, and on-going professional training (see Appendix A6 for details).

DOE's Division of Program Support, Bureau of Credentialing administers the rules that have been established to evaluate the credentials of candidates for an educator certification. Recommended by the NH Professional Standards Board and approved by the State Board of

Education, these rules govern educator certification. All professionals employed in NH public schools must possess the appropriate certification for their assignment. The Bureau is responsible for the certification and recertification of all educators from Superintendents through teacher aides.

Pre-Service Early Childhood Credentials

In January 2013, Spark NH contracted with the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley, and with Dr. Michael Kalinowski of the University of NH's Department of Family Studies to inventory NH's current early childhood preparation system. The full results of those inventories are presented in reports contained in Appendix A7 and Appendix A8 and their major recommendations are summarized below.

- Expand the focus of early childhood higher education degree programs to include coursework on infant and toddlers and health and safety, particularly at the bachelor's and graduate degree levels.
- Improve the quality of practicum field sites and the cooperating teachers who supervise the practicum students. Degree programs should also engage with potential clinical sites in the community to expand and strengthen all field placement experiences.
- Develop a NH marketing campaign to educate health and family support professionals and the public regarding early childhood and the unique needs of young children.
- Align into a seamless system the DOE's NH Network and Spark NH's PORTAL websites to provide one-stop-shopping for professional learning opportunities, a job registry, and professional learning communities.

Kindergarten Entry Assessment

New Hampshire does not presently have a common, statewide Kindergarten Entry Assessment. New Hampshire's Kindergarten Readiness Indicators (Appendix A4) were developed to provide educators, families, and communities with a common understanding and standard for ensuring that young children are on the path to school success.

The indicators recommend that ELL preparing to enter kindergarten be assessed by an English Speaker of Other Languages (ESOL) certified teacher or highest qualified staff. Second, two research-based tools (TS GOLD and Work Sampling System) were cross-referenced with the Head Start Child Development and Early Learning Framework (HS

CDELFF) and the DOE Kindergarten half day Program Common Core State Standards (CCSS) Pacing Guide to identify the items that best measure the skill or concept of focus. The final step was to reach consensus on the specific indicators to be included in each domain and domain element. The result was a list of kindergarten readiness indicators that can be assessed using research-based assessment tools.

As required by the Head Start Act of 2007, these indicators were selected to align Head Start standards, curricula, and assessment with those of DOE and public schools. For over a year, the Kindergarten Readiness Indicators Task Force worked diligently to identify a set of readiness indicators that was:

- Based on the HS CDELFF, the DOE Kindergarten half day Program CCSS Pacing Guide, and the CCSS;
- Measurable using research-based assessment tools;
- Comprehensive and high-quality;
- Applicable to all learners, including children with disabilities and ELL;
- Compatible with the NH Early Learning Standards

Effective Data Practices

In 2013 Spark NH commissioned a comprehensive report (excerpt in Appendix A9) on an integrated data system. A summary of the status of the current system is described next. NH has an enterprise data warehouse; however, the majority of NH early childhood data reside in program-based operational databases including: Division of Vital Records Administration; six DHHS Programs that provide direct services to families and children birth to age five; and two DOE data systems, the Special Education Information System (NHSEIS) and the Longitudinal Data System (LDS).

Data System Integration

DHHS program data silos function primarily to satisfy federal reporting requirements, making information uncoordinated and difficult to analyze in a way that informs statewide early childhood policies and investments. Further, it is difficult for DHHS and individual programs to identify groups of families and/or children who are receiving or are eligible for services from more than one DHHS program. This makes improving service management, coordination, delivery, and return on investment difficult.

With the exception of a two-way interface between Bridges (DCYF service data) and New HEIGHTS (authorizes eligibility for Bridges), DHHS early childhood data systems are not currently integrated or sharing data across sectors or longitudinally. The connections between DHHS and DOE are limited to notification by the Family Centered Early Supports and Services' NH Leads data system to NHSEIS of children potentially eligible for Preschool Special Education services and from New HEIGHTS regarding children eligible for the free and reduced lunch program. The DOE provides special education eligibility characteristics information to the Bridges (child care scholarship) program.

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	unavailable	unavailable
Toddlers ages 1 through 2 *this is for 0-3	12,001	31% (38,787)
Preschoolers ages 3 to kindergarten entry * this is for children 3-5	11,380	26% (43,965)
Total number of children, birth to kindergarten entry, from low-income families	23,381 (under age 6)	28% (total population under 6 is 82,752 children)
<i>National Center for Children in Poverty. Income below 200% of the federal poverty level. Data reported from 2011. ¹Low-income = income up to 200% of the Federal poverty rate.</i>		

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays	Birth – 3: 3,547 Ages 3–5: 9,701	18.73% ¹
Are English learners	Ages birth – 3 - unavailable Ages 3-5 (not Kindergarten) – 4 Kindergarten– 401 Grade 1 –502	Ages 3-5 (not K) – 4% Kindergarten – 3% Grade 1 – 2%

Table (A)(1)-2: Special populations of Children with High Needs <i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
	Grade 2– 587 Grade 3 – 472	Grade 2 – 2% Grade 3 – 3%
Reside on “Indian Lands”	Not applicable	Not applicable
Are migrant	Under age 3 – 4 Ages 3–5 (not Kindergarten) – 11 Kindergarten – 4 Grade 1 – 9 Grade 2 – 5 Grade 3 - 1	Under age 3 – <1% Ages 3–5 (not K) – 0.3% Kindergarten - <1% Grade 1 – 0.1% Grade 2 - <1% Grade 3 <1%
<i>Data Sources: IDEA Parts B&C Census 2013. DOE LEA Census 2013. ¹ 2010. NH Children's Alliance</i>		

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age <i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Specify:</i> <i>Data Source and Year:</i>	n/a	n/a	n/a	n/a
Early Head Start and Head Start² <i>Data Source and Year: Head Start Program Information Report (PIR): Enrollment Statistics Report: Program Year 2011- 2012 (cumulative enrollment)</i>	150	308	1,716	2,174
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: NH LEADS January 1, 2012- December 31, 2012</i>	482	902	2,161	3,545
Programs funded under Title I of ESEA <i>Data Source and Year: Dept. of Educ. Longitudinal Data System</i>	0	0	0	0

2 Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age <i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Programs receiving funds from the State's CCDF program <i>Data Source and Year: Bridges CCDF Payment System July 2013</i> Infants 1-17 mos., toddlers 18-35 mos., preschool 36-60 mos.	507	1,140	3,028	4,675
Other – Preventive Child Care Protective Child Care Source: Bridges CCDF Payment System July 2013; Infants 1-17 mos., toddlers 18-35 mos., preschool 36-60 mos.	2 5	24 21	44 54	70 80

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity							
Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.							
Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Early Head Start and Head Start ³	236	11	45	98	1	Not available *	1,736
Early Learning and Development Programs funded by IDEA, Part C	67	0	49	22	0	28	1,660
Early Learning and Development Programs funded by IDEA, Part B, section 619 Data Source: IDEA Part B 10/1/11 Child Count Data by Race/Ethnicity	150	6	65	87	8	22	2,820
Early Learning and Development Programs funded under Title I of ESEA Data Source: School Year	1,489	51	399	562	17	623	12,429

³ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity							
Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.							
Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
2011-2012 NHDOE – Bureau of Data Management							
Early Learning and Development Programs receiving funds from the State's CCDF program <i>January – June 2013. CCDF 801</i>	480	8	26	217	7	79	4,784
Other Non-Title I Public Preschools Data Source: School Year 2011-2012 NHDOE – Bureau of Data Management	13	5	30	9	1	21	804
<i>*Note: Head Start does not collect these data (Number of Non-Hispanic Children of Two or More Race. Rather, data are collected on 'Biracial or Multi-Racial,' which includes Hispanic. There were 203 children in this category for the 2011-2012 program year. Also, children whose families indicated two or more races were counted in each category. Source: 2011-2012 Head Start Program Information Report (PIR): Enrollment Statistics Report</i>							

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
Supplemental State spending on Early Head Start and Head Start⁴	\$331,337	\$312,730	0	0	0
State-funded preschool	n/a	n/a	n/a	n/a	n/a
State contributions to IDEA Part C	\$4,028,334	\$3,822,349	\$3,974,708	\$3,880,625	\$3,968,050
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	0	0	0	0	0
Total State contributions to CCDF⁵	\$18,826,878	\$16,302,161	\$10,818,259	\$10,824,190	\$12,580,454
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	\$7,731,493 Exceeded	\$5,333,130 Exceeded	Met	\$5,931 Exceeded	\$1,917,505 Exceeded
TANF spending on Early Learning and Development Programs⁶	\$3,441,455	\$1,513,778	\$4,857,094	\$1,863,063	0
Other State contributions Home Visiting	\$73,188	\$73,188	\$73,188	\$73,188	\$73,188

4 Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

5 Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

6 Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
Total State contributions:	\$34,432,685	\$27,357,336	\$19,723,249	\$5,833,631	\$18,539,197
<p><i>Family Centered Early Supports and Services from budget crafted to span the state fiscal year, 7/1-6/30.</i></p> <p><i>Governor's Operating Budget for Fiscal Years ending 2008-2009; 2009-2010; 2010-2011;2011-2012; 2012-2013</i></p> <p><i>Head Start funds were allocated to supplement teacher salaries.</i></p> <p><i>NH has no Migrant Head Start or Tribal Head Start programs.</i></p>					

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years⁷				
	2009	2010	2011⁸	2012¹⁷	2013¹⁷
State-funded preschool	n/a	n/a	n/a	n/a	n/a
Early Head Start and Head Start⁹ <i>(funded enrollment)</i>	1,632	1,764	1,764	1,764	1,764
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	Part B 3,090 Part C 3,609	Part B 3,135 Part C 3,598	Part B 3,158 Part C 3,579	Part B 3,227 Part C 3,547	Not available
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	3to5notK – 394 KG- 2,520 Grade 1–4,159 Grade 2–3,587 Grade 3–3,316	3to5notK – 750 KG – 2,947 Grade 1–4,245 Grade 2–3,892 Grade 3–3,528	3to5notK – 740 KG – 3,417 Grade 1–4,022 Grade 2–3,517 Grade 3–3,414	3to5notK – 730 KG – 3,417 Grade 1–4,167 Grade 2–3,792 Grade 3–3,464	

⁷ Includes all Children with High Needs served with both Federal dollars and State supplemental dollars.

⁸ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

⁹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Programs receiving CCDF funds (average monthly served)	7,751	7,021	4,328	4,538	4,675
<p><i>[Enter text here to indicate data source and clarify or explain any of these data if needed. Include 2011 if data are available. The final column of data should match that reported in Table (A)(1)-3.]</i></p> <p><i>CCDF – up to 250% of federal poverty level</i></p> <p><i>Part C: 12 month aggregate</i></p> <p><i>Data source: Head Start Program Information Report (PIR): Enrollment Statistics: Program Years 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013</i></p>					

Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards <i>Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State <i>Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	n/a	n/a	n/a	n/a	
Early Head Start and Head Start ¹⁰	X	X	X	X	X
Programs funded under IDEA Part C		X			
Programs funded under IDEA Part B, section 619		X			X (Evaluation for determination of eligibility for special education)
Programs funded under Title I of ESEA					X (NECAP testing)
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements Licensed-Plus					
Current Quality Rating and Improvement System Requirements NAEYC	X	X	X	X	

¹⁰ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State <i>Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State licensing requirements					
Other <i>Describe:</i> <i>Watch Me Grow</i> <i>ELL – tests to determine ELL service needs – ACCESS</i> <i>WAPT</i> <i>FCESS/Part C</i>	ASQ & ASQ-SE W-APT	ACCESS			Infant Toddler Assessment (ITA) or Hawaii Early Learning Profile (HELP) Both used to identify child’s developmental status and to assist to determine eligibility; also used in child outcome measurement process.
<i>Note: NAEYC Accreditation is the highest level of the QRIS. Licensed-Plus is the middle level. Licensed is the base level.</i>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool					
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C					
Programs funded under IDEA Part B, section 619	X		X		
Programs funded under Title I of ESEA					
Programs receiving CCDF funds	X				
Current Quality Rating and Improvement System requirements <i>Licensed-Plus</i>	X		X		
Current Quality Rating and Improvement System requirements <i>NAEYC</i>	X	X	X	X	

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an “X” in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State licensing requirements	X		X		

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool	
Early Head Start and Head Start	<ul style="list-style-type: none"> • Parent/family access to the program • Coordination with families and other agencies in the accomplishment of pre-existing family plans • Ongoing opportunities for parent/program interaction • Respect for each family's diversity and cultural and ethnic background • Parent support for participation on local, state, regional and national Councils/Associations (e.g., Policy Councils, Head Start State Parent Advisory Council, New England Regional Head Start Association, National HS Association) (leadership and decision-making) • Parent participation in Head Start State Parent Advisory Council (leadership and decision-making) • Opportunities to include parents in the development of the program's curriculum and approach to child development and education • Parent education on child development/parenting, health, access to resources • Outreach to fathers and other family members • Training and support for families during times of transition (Early Head Start to preschool, preschool to kindergarten) • Linkages to community support (e.g., housing assistance, domestic violence services, substance abuse prevention/treatment; child abuse/neglect, child support assistance, adult education, mental health, English as a Second Language, financial education, continuing education, employment training/services, access to prenatal and postpartum care through referrals for pregnant women, emergency/crisis intervention services) and family literacy programs • Parent volunteers and employees in the program (classroom/other activities)

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> • Intergenerational activities • Assistance to families of incarcerated individuals
Programs funded under IDEA Part C	<ul style="list-style-type: none"> • Assist parent and child to access the program • Supports and services provided to develop and maximize the family's and other caregivers' ability to care for the child and to meet his or her needs in a flexible manner • A written plan (IFSP) is developed to provide supports and services to eligible children and families in collaboration with parents • Parent observations of the child and reports of the child's developmental history are used in conjunction with evaluation tools and professional input to determine eligibility • Home visits are provided to help the family understand the special needs and building on the interests of the child to enhance the child's development. • Service coordination is provided to assist and enable a child and a child's family to receive the services and rights, including procedural safeguards required under State and Federal law. • Supports and services are provided in natural environments where children and families in the community gather unless the IFSP team agrees that this is not possible. • Incorporate the concerns, priorities and resources of the family to include and promote use of natural supports as a principal way of assisting in the development of the child, including supports from relatives, friends, neighbors, co-workers, and cultural, ethnic, or religious organizations • Foster the family's capacity to make decisions and provide care and learning opportunities for their child • Respect the cultural and ethnic beliefs and traditions and the personal values and lifestyle of the families • Respond to the changing needs of the family and to critical transition points in the family's life • Mobilize community resources to support families and link them with other families with similar concerns and interests

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State <i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> • Include training, support, evaluation, special instruction, and therapeutic services that maximize the family's and other caregivers' ability to understand and care for the child's developmental, functional, medical, and behavioral needs at home as well as in a variety of settings as described above. • The family is a member of the IFSP team and services cannot be provided without their consent.
Programs funded under IDEA Part B, section 619	
Programs funded under Title I of ESEA Title III (ELL)	Title I has a required annual parent meeting. Family involvement is required but the way in which it is accomplished is the district's option.
Programs receiving CCDF funds	Parent access to child and program.
Current QRIS Requirements Licensed Plus	Parent access to child and program.
Current QRIS Requirements NAEYC	Standards include: Knowing and understanding families; sharing information between staff and families; and nurturing families as advocates for their children.
State licensing requirements	Parent access to child and program.
Other <i>Describe:</i> <i>Home Visiting</i>	Home Visitors' Core Training is an in-depth, formalized training intended for home visitors of a Healthy Families America program. Four full days for the home visitor, plus an additional fifth day for supervisors and program managers, the training outlines the

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	specific duties of the home visitor in their role within Healthy Families America. Topics include, but are not limited to: establishing and maintaining trust with families, goal setting, completing necessary paperwork/documentation, the role of the home visitor, communication skills, intervention strategies, etc. In addition to this, home visitors are required to take additional topics throughout working with families to increase skills and improve family outcomes. These topics include supporting parent child relationships, culture in parenting, supporting infant child relationships, child health and safety, infant care, child abuse and neglect including prenatal specific training, Family Goal Plan/Individual Family Support Plan (IFSP), family issues, mental health, and family violence.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹¹ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Early Intervention Specialist	yes	8	unavailable	This is a specialized certificate allowing a qualified FC ESS provider to participate on an evaluation team. The certificate is earned through proven competencies and a portfolio of work.
Administrator (DHHS)	yes	129		
Early Childhood Teacher (DHHS)	yes	515		
Master Teacher (DHHS)	yes	204		
Master Professional (DHHS)	yes	230		
Infant and Toddler (DHHS)	yes	40		
Family Child Care (DHHS)	yes	11		
*Early Childhood Teacher (DOE)	yes	487		
*Early Childhood Special Education Teacher (DOE)	yes	60		
<i>Professional Development Career Lattice Survey of Institutions of Higher Education, 2013 NHDOE Bureau of Data Management</i> <i>*The endorsements align with the administrative rules containing standards for certification and teacher preparation program approval.</i>				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Colby Sawyer College	14	Not available
Granite State College	44	Yes
Great Bay Community College	4	Yes
Hesser-Mt. Washington	12	Not available
Keene State College	21	Yes
Lakes Region Community College	11	Not available
Lebanon College	2	Not available
Manchester Community College	0	Yes
Plymouth State University	33	Yes
Rivier University	11	Yes
Nashua Community College	9	Yes
New Hampshire Technical Institute	27	Yes
River Valley Community College	12	Not available
Southern New Hampshire University	20	Not available
University of New Hampshire	14	Not available
¹¹ <i>Includes both credentials awarded and degrees attained.</i>		

Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment					
State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
NOTE: New Hampshire has Kindergarten Readiness Indicators but has not launched the Kindergarten Entry Assessment System.					
Domain covered? (Y/N)					
Domain aligned to Early Learning and Development Standards? (Y/N)					
Instrument(s) used? (Specify)					
Evidence of validity and reliability? (Y/N)					
Evidence of validity for English learners? (Y/N)					
Evidence of validity for children with disabilities? (Y/N)					
How broadly administered? (If not administered statewide, include date for reaching statewide administration)					
Results included in Statewide Longitudinal Data System? (Y/N)					

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
CCDF Data System	X		X	X		X	X
Head Start – by grantee	X		X	X		X	X
Child Protection	X			X			
Watch Me Grow	X		X				
Special Medical Services	X		X	X		X	X
TANF/SNAP	X			X			
State DOE LDS	X		X	X			X
Special Education Information System	X		X	X			X
FCESS	X		X	X			X
Home Visiting	X	X	X	X		X	X
DOE State Credentialing System		X			X		
<i>CCDF: Bridges payment system</i>							
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>							

(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is likely to result in improved school readiness for Children with High Needs, and includes—

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2):

- The State’s goals for improving program quality statewide over the period of this grant.
- The State’s goals for improving child outcomes statewide over the period of this grant.
- The State’s goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State’s rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State’s choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1) in the application) and why these selected criteria will best achieve the State’s ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gap between Children with High Needs and their peers.

(A)(2) Articulating the State’s Rationale for its Early Learning and Development Reform Agenda and Goals

(a) New Hampshire’s Ambitious and Achievable Goals for Improving Program Quality, Outcomes, and Closing Educational Gaps

NH’s ambitious and achievable goals for improving program quality, outcomes, and closing education gaps include:

- A governance structure at the state and regional levels seamlessly meets the needs of pregnant women and children birth through grade 3 and their families; promotes early childhood policies and practices; and coordinates programs and services at local, regional, and state levels by reducing silos and enhancing efficiency.
- There is a significant increase in the public’s awareness of the importance and characteristics of high quality early learning and development programs and their availability at the local, regional, and state levels.
- 100% of early learning and development providers share a common definition of program quality as defined by NH’s GSSS.
- 100% of early childhood programs participate in the GSSS and an estimated 50% of the Child Care Licensed center-based programs will be rated at the top tiers of the GSSS.
- An estimated 50% of programs are rated and monitored on a regular basis using valid and reliable measures.
- The number of high need children participating in high quality programs has increased from 43% to an estimated 75% of those receiving child care scholarship.
- A valid GSSS demonstrates a positive correlation between program quality and children’s development and learning outcomes and informs continuous improvement through incentives and supports.
- 50% of licensed learning and development programs align curricula and assessments with the Early Learning Standards.
- Professionals across the birth-grade 3 system show a 50% improvement in knowledge of the evidence-based practices after participating in professional development activities.

- Programs and sites receiving technical assistance achieve a 3 out of 4 rating on measures of fidelity related to implementation of these evidence-based health, behavioral, and developmental practices that are related to school readiness.
- The number of children screened using Watch Me Grow tools and then referred to high quality EC programs shows significant yearly improvement compared to baseline data to be gathered in year 1.
- Interagency agreements between school districts, IDEA Part C, Head Start/Early Head Start, and child care programs improve services to children with high needs.
- A common set of core competencies are adopted by cross-sector early learning and development entities which have an interest in family leadership and these core competencies are reflected in their practice.
- 50 family members of children with high needs participate in a family leadership program; 25 family members receive the Family Leadership & Advocacy Program Certificate.
- In 9 additional communities, families collaborate with professionals through a variety of collective impact processes to improve child outcomes.
- 100% of pre-service programs are aligned with the Workforce Knowledge and Competency Framework.
- There is a 50% increase in the number of pre-service programs offering high quality field experiences.
- 24 professionals attain the new Early Childhood and Family Mental Health Credential and 50 professionals participate in coursework in the credential.
- There is a 50% increase in the number of providers participating in evidence-based professional development offerings that are aligned with the Workforce Knowledge and Competency Framework.
- There is a significant increase in use of the professional development and job bank features of the PORTAL and NH Networks and an aligned system has been explored.
- 10% of children entering kindergarten are screened using assessments based on the Kindergarten Readiness Indicators.
- A cross-sector partnership is working toward an integrated cross-sector longitudinal data system that informs improvements at all levels and within all sectors of the early learning and development system.

- Early childhood leaders and teachers in 480 focus classrooms and 80 schools implement the FirstSchool instructional improvement system.
- Opportunity and achievement gaps are significantly narrowed for dual language learners, children with disabilities, and children living with poverty.
- NH Networks’ Professional Development Pathway supports a successful and sustainable professional development system that provides access to and equity in quality experiences for educators and families.
- Across all projects, evidence-based approaches target NH’s most rural and remote areas of the state, reducing the opportunity gap and improving outcomes for children and their families, particularly those with high need.

(b) Overall Summary of the State Plan

The overall summary of the State Plan is depicted in Table NH:A2. “Children: The Bedrock” Plan. The plan identifies common priorities and activities to enhance the coordination and alignment of the early childhood system to support the vision that all NH children and their families are healthy, learning, and thriving, now and in the future. It was developed after careful examination of the baseline data presented in section (A)(1) and was informed by broad stakeholder involvement facilitated by Spark NH from 2011-2013 and by numerous stakeholder meetings during the three months leading up to the submission of this application.

Table NH: A2: “Children: The Bedrock” Plan: Alignment of Selection Criteria, State Plan Goals, and Projects that Support Achievement of the Goals

A. Successful State Systems	STATE PLAN GOALS	PROJECTS
(A)(1) Past commitment to early learning and development		
(A)(2) Rationale for early learning and development reform goals		
(A)(3) Aligning and coordinating early learning and development across NH	A governance structure at the state and regional levels seamlessly meets the needs of pregnant women and children birth through grade 3 and their families; promotes early childhood	Project 1: Governance & Planning Include relevant State agencies in an Interagency EC Team. Develop clear roles and responsibilities for all project

	<p>policies and practices; and coordinates programs and services at local, regional, and state levels by reducing silos and enhancing efficiency.</p> <p>The project is carried out efficiently and effectively through the use of high-quality management structures and processes, including formative and summative evaluation.</p> <p>There is a significant increase in the public's awareness of the importance and characteristics of high quality early learning and development programs and their availability at the local, regional, and state levels.</p>	<p>leadership & management staff within the Lead Agency.</p> <p>Project 2: Research and Project Evaluation</p> <p>Project 3: Public Awareness</p>
(A)(4) Developing a budget to implement and sustain the work of the grant	The project's budget is managed effectively and efficiently and supports project sustainability.	Use approved Education Department General Administrative Regulations (EDGAR) and state budget procedures to guide responsible fiscal management.
B. High-Quality Accountable Programs	STATE PLAN GOALS	PROJECTS
(B)(1) Tiered Quality Rating and Improvement System	100% of early learning and development providers share a common definition of program quality as defined by NH's GSSS.	<p>Project 4: Granite State Stars to the Summit (GSSS):</p> <p>Disseminate common definitions and support programs and services to accept and employ them.</p> <p>Revise Child Care Licensing Standards and integrate with new GSSS system.</p>
(B)(2) Promoting participation in TQRIS	100% of EC programs participate in the GSSS and an estimated 50% of the	Provide information and training to all programs regarding the new GSSS.

	Child Care Licensed center-based programs will be rated at the top tiers of the GSSS.	Market the licensing/GSSS website to professionals.
(B)(3) Rating and monitoring early learning and development programs	An estimated 50% of programs are rated and monitored on a regular basis using valid and reliable measures.	Train new raters and rate and monitor more programs.
(B)(4) Promoting access to high quality programs for children with high needs	The number of high need children participating in high quality programs has increased from 43% to an estimated 75% of those receiving child care scholarship.	Conduct a gap analysis of the number of high need children currently enrolled in programs, which programs, and how many children are eligible but not enrolled. This will inform efforts to enroll more children. Create a public awareness campaign for families about what high-quality early childhood education programs look like, targeting those with high need.
(B)(5) Validating the effectiveness of the TQRIS	A valid GSSS demonstrates a positive correlation between program quality and children's development and learning outcomes and informs continuous improvement through incentives and supports.	Conduct a GSSS Validation Study.
C. Promoting Early Learning & Development Outcomes	STATE PLAN GOALS	PROJECTS
(C)(1) Early Learning and Development Standards	50% of licensed early learning and development programs will align curricula and assessments with the Early Learning Standards	No specific project.
(C)(2) Comprehensive Assessment Systems. NOT SELECTED.		
(C)(3) Identifying and addressing health, behavioral, and developmental needs of children with high needs	Professionals across the birth-grade 3 system show a 50% improvement in knowledge of evidence-based practices after	Project 5: Early Learning & Development Outcomes 5.1: Assistive Technology. Train early childhood professionals in

<p>to improve school readiness</p>	<p>participating in professional development activities.</p> <p>Programs and sites receiving technical assistance achieve a 3 out of 4 rating on measures of fidelity related to implementation of these evidence-based health, behavioral, and developmental practices that are related to school readiness.</p> <p>The number of children screened using Watch Me Grow tools and then referred to high quality EC programs shows significant yearly improvement from baseline data to be gathered in year 1.</p> <p>Interagency agreements between school districts, Head Start/Early Head Start, IDEA Part C, and child care programs improve services to children with high needs.</p>	<p>using assistive and learning technology with children with disabilities.</p> <p>5.2: Let's Grow! Increase child care program participation in Let's Grow fitness initiative.</p> <p>5.3: Child & Adult Care Food Program. Provide training and TA to increase child care enrollment in CACFP.</p> <p>5.4: Watch Me Grow. Expand Watch Me Grow developmental screening, training and TA</p> <p>5.5. Trauma-Informed Care. Integrate trauma-informed care into cross-sector programs.</p> <p>5.6: Infant, Toddler, Preschool Linkages. Improve linkages between early intervention, child care, Head Start/Early Head Start, and preschool special education.</p>
<p>(C)(4) Engaging and supporting families</p>	<p>A set of cross sector core competencies are adopted by cross-sector ELD entities with an interest in family leadership and are reflected in their practice.</p> <p>50 family members of children with high need participate in a family leadership program; 25 family members receive the Family Leadership & Advocacy Program Certificate.</p>	<p>Project 6: Family Engagement</p> <p>6.1: Expand the Strengthening Families initiative to additional cross-sector programs.</p> <p>6.2: Family leadership core competencies certificate and training.</p> <p>6.3: Engage families in community collaboration and a collective impact process.</p>

	Families collaborate with professionals through a variety of collective impact processes to improve child outcomes.	
D. A Great Early Childhood Workforce	STATE PLAN GOALS	PROJECTS
(D)(1) Developing a workforce knowledge and competency framework and progression of credentials	<p>100% of pre-service programs are aligned with the Workforce Knowledge and Competency Framework.</p> <p>There is a 50% increase in the number of pre-service programs offering high-quality field experiences.</p> <p>24 professionals attain the new Early Childhood & Family Mental Health Credential and 50 professionals participate in coursework in the credential.</p> <p>There is a 50% increase in the number of providers participating in evidence-based PD offerings that are aligned with the Framework.</p> <p>There is a significant increase in use of the professional development and job bank features of an aligned PORTAL/Network.</p>	<p>Project 7: Early Childhood Workforce</p> <p>7.1: Work with the NH Early Childhood Education Higher Education Roundtable (the Roundtable) and support the adoption of the Framework and the alignment of coursework and other program elements to the Framework.</p> <p>7.2: Work with the Roundtable to increase the number of field experiences in programs at the upper tiers of the GSSS.</p> <p>7.3: Support professionals in ELD and related fields to acquire an Early Childhood & Family Mental Health credential.</p> <p>7.4: Work with all PD providers in the state to align offerings with the Framework and offer evidence-based training related to high need children and their families.</p> <p>7.5: Expand functionality and utilization of the web-based PD and Time Bank PORTAL and explore alignment with the NH Network system.</p>
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities. NOT SELECTED.		

E. Measuring Outcomes & Progress	STATE PLAN GOALS	PROJECTS
(E)(1) Understanding status of children's learning and development at kindergarten entry	10% of children entering kindergarten are assessed using valid and reliable assessments based on the Kindergarten Readiness Indicators.	Project 8: Kindergarten Entry Status
(E)(2) Building or enhancing an early learning data system	Develop a partnership working toward an integrated cross-sector longitudinal data system that informs improvements at all levels and within all sectors of the ELD system.	Project 9: Integrated Data System
PRIORITIES		
Priority 1: Successful State Systems	Addressed throughout proposal.	Addressed throughout proposal.
Priority 2: TQRIS	Addressed in Section B.	Addressed in Section B.
Priority 3: Understanding the Status of Children's Learning at Kindergarten Entry	Addressed in Section E(1).	Addressed in Section E(1).
Priority 4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades	<p>Leaders in 480 focus classrooms and 80 schools utilize the FirstSchool Snapshot system with high fidelity.</p> <p>Opportunity and achievement gaps experienced by high need students are significantly narrowed in reading, writing, and mathematics</p> <p>NH Networks Professional Development Pathways support a successful and sustainable Professional Development System that provides access and equity in quality experiences for educators and families.</p>	<p>Project 10: Preschool through Grade 3 Approaches</p> <p>10.1: Develop FirstSchool leaders.</p> <p>10.2: Close opportunity and achievement gaps.</p> <p>10.3: Expand PATHWAYS professional development and explore alignment with the PORTAL.</p>

Priority 5: Rural Approaches	Evidence-based rural approaches target NH's most remote areas of the state across all project activities, reducing the opportunity gap and improving outcomes for children and their families, particularly those with high need.	Rural approaches infused across most project activities.
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Stakeholder Involvement in the Development of NH's State Plan

New Hampshire's Comprehensive Strategic Plan for Early Childhood was developed over the period of September 2012 through October 2013. It brought together all efforts related to this critical period of child development across health, early learning, and family support. The foundation of the state plan was guided by Spark NH, with the assistance of the Frank Porter Graham Child Development Institute. More than 400 people representing parents, family advocacy organizations, health organizations, state and local government, charitable giving foundations, university faculty in early childhood, school superintendents and educators, DOE and DHHS agency staff, and child care professionals were involved in creating the plan.

(c) Rationale for Choosing Selection Criteria in each Focused Investment Area

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- ✓ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- ✓ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- ✓ (C)(4) Engaging and supporting families .

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- ✓ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- ✓ (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- ✓ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

We chose to address these selection criteria for several reasons:

- This criterion represents a critical need in our state.
- The NH Comprehensive Strategic Plan for Early Childhood identified this as a focus area.
- This criterion reflects an area in which NH already has a strategic plan upon which we can build.
- This criterion reflects a significant strength upon which we can build.
- We have data that identify a measureable baseline against which to compare progress over time.
- We believe that we can make a difference in four years.
- We have the capacity to engage in focused work in this area.
- We have the capacity to sustain the work around this criterion after the grant funding period.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation in and commitment to the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability, and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children’s cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State

Agency, and the State's Interagency Coordinating Council for Part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; public television stations, and postsecondary institutions.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence

demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists Governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State that indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

(A)(3) Aligning and Coordinating Early Learning and Development

(a) Governance & Management Structures – Project 1

(1) Organizational Structure for Managing the Grant

The NH DOE and DHHS will manage the Race to the Top grant. The Commissioners of both agencies will be advised by Spark NH. The DOE is the lead agency for this grant and has executed a memorandum of understanding with DHHS (see Table (A)(3)-1 for a description of each organization’s scope of work on this project and Appendix A10 for the Memorandum of Understanding).

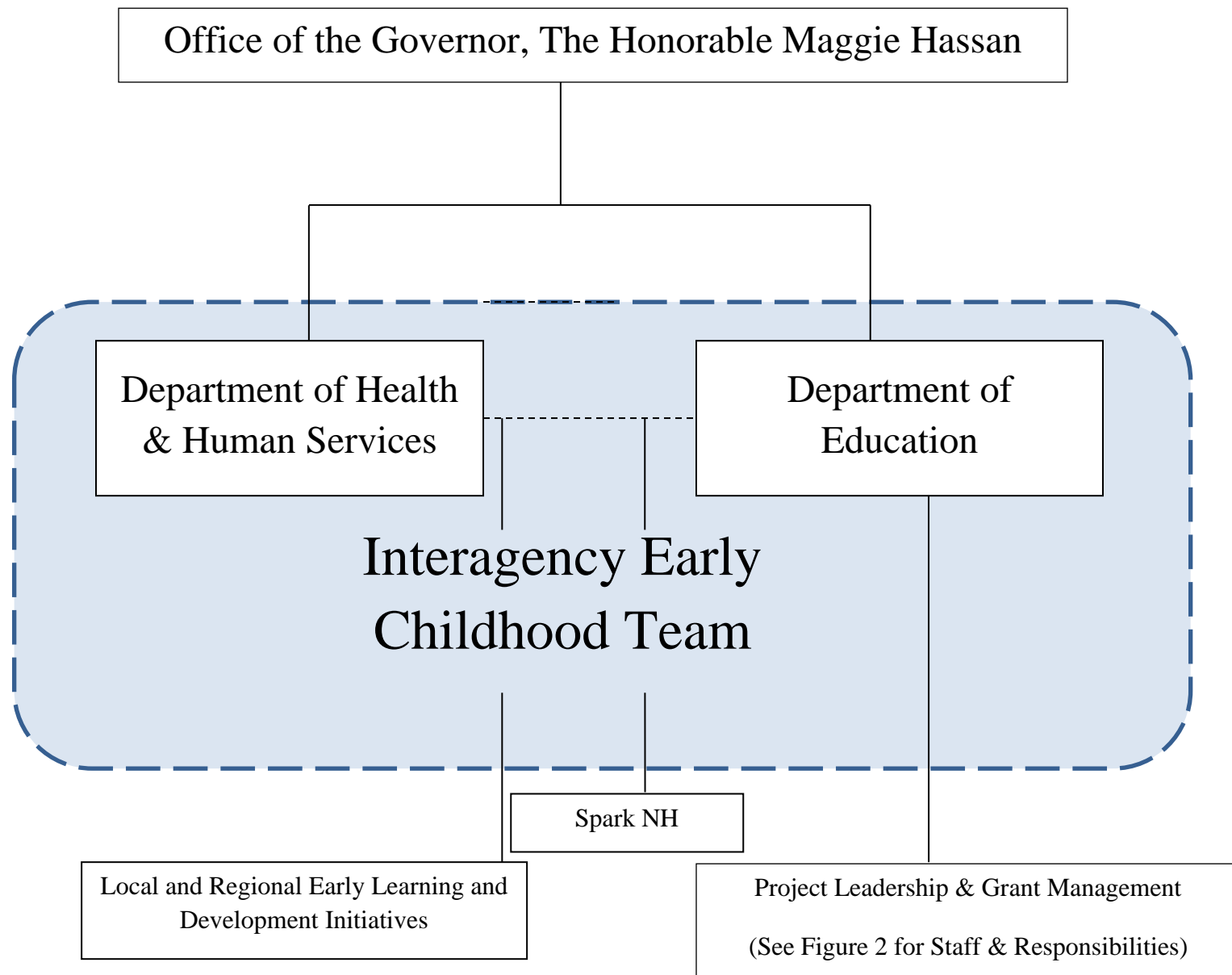


Figure 1. Governance & Planning Structure

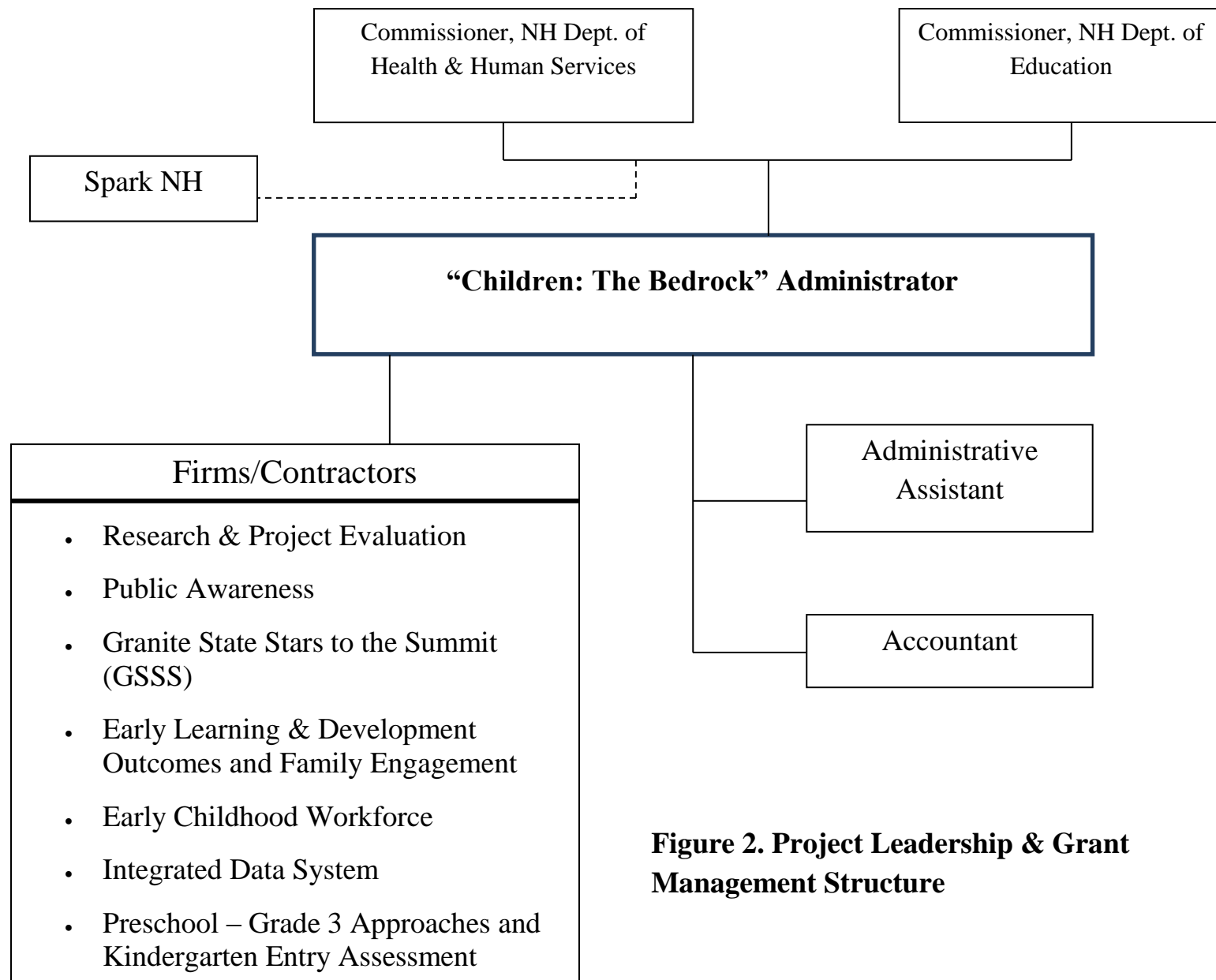


Figure 2. Project Leadership & Grant Management Structure

In Figure 1, the shaded background with a hashed border depicts a newly organized Interagency Early Childhood Team comprised of staff from the DOE and DHHS that work closely with children birth through age 8 and their families. The Interagency Early Childhood Team will meet regularly with the Project Leadership Team and the agenda will include:

- Update from the Commissioners
- “Children: The Bedrock” Administrator’s update
- Reports from each project team
- Formative evaluation data from the project’s external evaluator
- Problem solving implementation challenges
- Opportunities for greater collaboration
- Opportunities for more effective resource allocation

The ideas and suggestions generated from the meetings will be collected and documented through its minutes and will be integrated, as appropriate, into the project’s work plan and into the work of the Departments.

The organizational structure for *managing* the grant is anchored by a Project Leadership & Management Team whose members and responsibilities are depicted below and in Figure 2.

Project Leadership & Management Team Member	Responsibilities
“Children: The Bedrock” Administrator	Report to and provide direct project communication to the Commissioners of DOE/DHHS, supervision of all project staff, overall budget management, liaison with Interagency Early Childhood Team and local/regional early childhood initiatives, liaison to the GSSS Coordinator
Contracting Firm/Agency for Research and Project Evaluation	Manage project databases, oversight of the GSSS validation study, oversight of the Children Receiving Services/Children in Need Gap Analysis study, liaison with external evaluator, oversight of data system development, development of sustainability plans
Contracting Firm/Agency for Public Awareness	Develop consistent messages and “look” of project products, development of public awareness campaign and products promoting the importance of high-quality early learning, maintenance of project website and dissemination of materials, presentations

	about project to stakeholder groups
Contracting Firm/Agency for Granite State Stars to the Summit	Manage activities related to the tiered quality rating and improvement system project.
Contracting Firm/Agency for Early Learning and Development Outcomes and Family Engagement	Lead the project's family engagement and leadership activities and activities related to fitness and nutrition and mental health of children and their families
Contracting Firm/Agency for Early Childhood Workforce	Lead project activities related to aligning all aspects of NH's Workforce Knowledge and Competency Framework with pre-service programs and professional development offerings
Contracting Firm/Agency for Integrated Data System	Lead the data integration effort. Oversee the data governance advisory and steering committees and all contractors related to the data integration project
Contracting Firm/Agency for Preschool – Grade 3 Approaches and Kindergarten Entry Assessment	Lead the project's preschool-Grade 3 activities related to assessing children's status at kindergarten entry, using formative data to inform instruction, creating evidence-based integrated services across Title and Special Education programs to reduce the achievement gap, reducing opportunity and achievement gaps, and creating modules on the NH Network
Accountant	Manage overall project budget, executing sub-contracts, preparing budget reports for NH DOE and US DOE and DHHS
Administrative Assistant	Manage project records, communication among all project participants, travel arrangements, ordering supplies and equipment, meeting support

Project 2: Research & Project Evaluation

A key element of effective project management is a rigorous plan to evaluate the project's effectiveness. Formative evaluation (to inform continuous project improvement) and impact evaluation studies (to determine if we have met our project goal of improving early learning and development for children) will be done throughout the four years of the project. The evaluation will include three components: an evaluation of 1) project work plan implementation, 2) project outcomes or changes as a result of project activities, and 3) effectiveness and impact of the project on children and families.

The evaluation of the project's implementation will involve collecting formative data on the early stages of its implementation to provide results to project staff so they can adjust the project's work plan, if necessary. Evaluation of implementation will also include collecting, analyzing, and reporting on data describing how implementation is being carried out and the project's progress in achieving its implementation objectives. Data will be collected over the entire four years and will include, for example: data describing and tracking who participates; how many participate; what, when, and how often project strategies/activities are used; and what outputs are produced. The resulting data will be analyzed for quality of the implementation and its consistency with the project plan, for example, monitoring how many people are served and achievement of service delivery benchmarks. Findings will be reported at regular intervals throughout the project and in a final report, and also used to help explain project outcomes and impact.

The second evaluation component will include measurement of the outcomes experienced by targeted children and families as a result of the project implementation. Data will be collected on the achievement of the desired short, intermediate, and if available, longer-term changes with analyses examining relationships between implementation characteristics and outcomes. The evaluation will also include collection of data concerning unintended or unexpected outcomes of the project.

The third evaluation component will use a rigorous evaluation design involving comparison groups to estimate the effects and impact of specific elements of the project on children and families. Data collection for this and the other two evaluation components will require both quantitative and qualitative data collected at all levels of the early childhood system, including children and families, early childhood programs, and state agencies with analysis approached from an implementation science and/or systems perspective.

(2) Governance Related Roles and Responsibilities

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
New Hampshire Department of Education (Lead Agency)	<ul style="list-style-type: none"> • Administer and serve as fiscal agent for the grant • Ensure that the work plan of the grant is effectively carried out • Appoint representatives to serve on the (IECT) • Use approved EDGAR and state budget procedures to guide responsible fiscal

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	<p>management.</p> <ul style="list-style-type: none"> • Provide fiscal oversight and ensure project's budget is managed effectively and efficiently and supports project sustainability. • Ensure that the DOE and DHHS MOU is executed, including the scope of work for each, in accordance to the timelines set forth in the application
New Hampshire Department of Health and Human Services	<ul style="list-style-type: none"> • Appoint representatives to serve on the Interagency Early Childhood Team (IECT) • Participate in the execution of project and plan activities as specified in the scope of work, in accordance with the timelines set forth in the application
Other Entities	
State advisory council on early childhood education and care – Spark NH	<ul style="list-style-type: none"> • Serve in an advisory capacity to the plan • Provide leadership to help facilitate the development of cross-sector and cross-departmental systems and programs • Collaborate with DOE and DHHS to ensure public updates on the progress of grant implementation
State Interagency Coordinating Council for Part C of IDEA	<ul style="list-style-type: none"> • The chair of the NH ICC is an appointed member of Spark NH and as such, will serve in an advisory capacity to the plan

(3) Decision-Making and Dispute Resolution Processes

Formal decision-making rules and protocols will be used to assure that state and federal regulations are followed, that all project stakeholders have a forum within which to express their ideas and opinions, and that the project goals and activities are achieved on time and on budget. Some project decisions will be dictated by the State's obligations to federal funding agencies and programs. For example, decisions regarding the use of IDEA Part B and C funds are governed by DOE and DHHS agreements with the U.S. Department of Education. Other decisions will be made using a model of collaborative decision-making described by Kaner and colleagues (2007). The model includes protocols for developing shared understanding of complex issues, reaching sustainable agreements, making action plans, and assuring follow-through. If disputes arise, the issue will go to the Participating State Agency Commissioners for shared discussion, further input as needed, and resolution.

(4) Plan for Involvement of Participating Programs, Early Childhood Educators, Parents & Families, and Other Key Stakeholders

Plans for involving these entities and stakeholders are specified in each project's activities timeline where collaborators are described (see Appendices). We will meet the requirements of the Americans with Disabilities Act (ADA) in our selection of meeting or training venues and in the creation of materials or websites. If participants in project-sponsored meetings or trainings are not English proficient, we will facilitate the provision of language interpretation services.

Project 3: Public Awareness

A goal that crosses all projects and activities in our plan is to increase public awareness and support for high-quality early childhood programs and supports and the importance of a seamless birth-age 8 system. Descriptions of public awareness and communication activities are interspersed throughout Sections B, C, D, and E.

(b) Participating Agency Commitments

Participating agency commitments are evidenced in Table (A)(3)-2 and in the MOU and detailed Scopes of Work provided as attachments, Exhibit 1 and Exhibit 2, to the MOU (Appendix A10).

(c) Commitments from Other Stakeholders (See Appendix A11 for letters of support from Early Learning Intermediary Organizations and Appendix A12 for letters of support from other stakeholders.)

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Spark NH	Y
NH Interagency Coordinating Council (NH ICC)	Y
Bethany Christian Services	Y
Parent Information Center	Y
NH Association for Infant Mental Health	Y
Coös Coalition for Young Children and Families	Y
Child Care Aware of NH	Y
Early Learning NH	Y
NHAEYC	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
NH Head Start Directors Association	Y
NH Early Childhood Education Higher Education Roundtable	Y
NH Association of Special Education Administrators	Y
Belknap County Early Childhood Council	Y
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>	

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describe how it connects to the State Plan (also completed in section VIII).

(A)(4) Developing a Budget to Implement and Sustain the Work of this Grant

(a) How NH will Use Existing Funds to Support the Outcomes of the Plan

New Hampshire will use existing funds from a variety of sources to support the outcomes of our state plan and its sustainability.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
<i>CCDF</i>	\$29,000,000	\$29,000,000	\$29,000,000	\$29,000,000	\$116,000,000
IDEA – Part C 2013 Federal: \$2,061,388 State: \$3,822,349	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	Federal: \$8,245,552 State: \$15,289,396
IDEA Part B/611 (See note)	\$534,000	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	\$2,136,000
IDEA Part B/619 (See note)	\$325,000	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	\$1,300,000
Head Start Collaboration funding	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
Title V MCH Block Grant	Federal: \$1,976,838	Projected to continue at	Projected to continue at	Projected to continue at	Federal: \$7,907,352

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
	(see note) State: \$5,658,150 (includes other than ECE)	similar level	similar level	similar level	State: \$22,632,600
TANF (Transfer to CCDF)	\$2,800,000	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	\$11,200,000
Medicaid CHIP – children age 0-9 estimate	\$6,743,881	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	\$26,975,524
Child welfare services under Title IV (B) and E of the Social Security Act	IV(B)(1) \$150,000 IV(B)(2) \$235,000 IV(E): \$3,928,749 federal (IV-E) and \$3,928,749 general funds (the required match). (includes non-EC funds) See note	IV(B)(1) \$150,000 IV(B)(2) \$235,000 IV(E): Projected to continue at similar level	IV(B)(1) \$150,000 IV(B)(2) \$235,000 IV(E): Projected to continue at similar level	IV(B)(1) \$150,000 IV(B)(2) \$235,000 IV(E): Projected to continue at similar level	IV(B)(1) \$600,000 IV(B)(2) \$940,000 IV(E): Federal: \$15,714,996 State: \$15,714,996
EPA Lead Poisoning Prevention	\$50,000	\$50,000	\$50,000		\$150,000
HUD Lead hazard Removal	\$4,000,000	\$4,000,000			\$8,000,000
HRSA Grants to States to Support Oral Health Workforce Activities (Began 2013)	\$287,190	\$205,796			\$492,986
MIECHV	Formula Grant: \$1,000,000 Competitive Grant: \$1,461,377	Formula Grant: \$1,000,000 Competitive Grant: \$1,461,377			Formula Grant: \$2,000,000 Competitive Grant: \$2,922,754

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
ECCS	\$140,000	\$140,000	\$140,000		\$140,000
SAMHSA Project LAUNCH grant	\$839,650	\$839,650	\$839,650	\$839,650	\$3,358,600
SAMHSA System of Care Grant (began 2013 – 4 years (approximate))	\$1,000,000	\$1,000,000	\$1,000,000		\$3,000,000
SAMHSA NH Communities for Children grant	More than \$8M for 4 years	—————→	—————→	—————→	\$8,000,000
ACF Partners for Change Grant	\$3.2 M for 5 years	—————→	—————→	—————→	3,200,000
Endowment for Health	\$620,000	\$670,000	\$695,000	\$645,000	\$2,630,000
NH United Way Agencies (predicted based on historical data)	\$900,000	\$900,000	\$900,000	\$900,000	\$3,600,000
EC-SEAT Project US Dept. of Education	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
CDC Obesity Prevention Grant	\$60,685.32 total devoted to ECE	\$60,685.32 total devoted to ECE	\$60,685.32 total devoted to ECE	\$60,685.32 total devoted to ECE	\$242,741.28
<p><i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i></p> <p>Head Start Collaboration funds are confirmed for 2014 and are expected to remain constant through the grant period.</p> <p>Numbers for IDEA Part C based on 2013 budget</p> <p>IDEA Part B/611 funds are broken down as follows:</p> <ul style="list-style-type: none"> • NH Connections: School and Family Partnerships \$249,000 • Deaf Education Initiative \$200,000 • NH Accessible Instruction Materials \$75,000 <p>IDEA Part B/619 funds are broken down as follows:</p>					

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
<ul style="list-style-type: none"> • Preschool Technical Assistance Network \$185,000 • Preschool Special Education Outcome Measurement System \$55,000 • Supporting Successful Early Transitions and Preschool LRE \$75,000 • Mentorship \$10,000 <p>Title V MCH Block Grant: Federal: \$1,976,838: \$791,309 (40%) for Preventive and Primary Care for children; \$830,034 (41%) for Children with Special Health Care Needs</p> <p>Child welfare services under IV(E): funds: out of home care (foster care and residential) for SFY13 for abuse & neglect, CHINS and delinquents – includes non EC dollars</p>					

Federal Funds

The ongoing federal programs listed below will continue their important work in NH. The state administrators of the following federal programs will coordinate their efforts with each other and with the “Children: The Bedrock” Administrator regarding the grant goals where possible.

- CCDF – Child Care Scholarship Program: \$116,000,000 (includes state MOE and Match) over four years. Will continue to support eligible children with high needs and their families; use quality set asides to publish, disseminate, and evaluate the ELS; conduct the market rate survey; provide tuition assistance for higher education courses in early childhood education; prevent child care expulsion through consultation; administer the early childhood mentorship program; support staff to administer quality initiatives; and support GSSS incentive payments to ELD programs.
- NH DHHS, Division of Public Health Services, MCH Section will continue to use grant funds (\$492,986) from the Federal Health Resources and Services Administration (HRSA) to provide statewide Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program (\$2,922,754). MIECHV has already begun to coordinate these efforts with the work of Spark NH and other early childhood initiatives, including Watch Me Grow (Section C).
- IDEA: Part C: \$8,245,552 State: \$15,289,396, B611: \$2,136,000, and B/619: \$1,300,000 will continue the important early childhood services they provide to support the outcomes in the

“Children: The Bedrock” Plan, collaborating on all relevant projects, including Cross-System Linkages (Section C).

- Title V MCH Block Grant: Federal: \$7,907,352, State: \$22,632,600 (includes other than EC-related funds) will continue to support the healthy development of young children (including Watch Me Grow, see Section C).
- Child welfare services under Title IV (B)(1) \$600,000, IV(B)(2) \$940,000 and (E): of the Social Security Act: Continue to support eligible young children to attend early learning and development programs to support foster parents to be able to work (linked to Trauma-Informed Care training/TA).
- The Early Childhood Comprehensive Systems Grant: \$420,000 over four years. Focuses on mitigation of toxic stress in children 0-3, partly funds the systems building and public awareness work of Spark NH (linked to Watch Me Grow, Section C).

Business Support

In recent years, interest in coordinating and strengthening the early childhood system has been building in NH. The business community is beginning to take notice. *Business NH Magazine*, the state’s premier business publication, is co-hosting the Early Childhood Summit in November 2013. They also plan to publish an early learning issue in March 2014.

Philanthropy

The momentum to strengthen the early childhood system is particularly notable in the philanthropic world in NH, an important element of our sustainability strategy. The NH Charitable Foundation (NHCF) recently convened 10 philanthropic organizations in the state to talk about collective investment in early childhood (see letter of support from NH philanthropic organizations in Appendix A12). The funders were enthusiastic about creating an early childhood investment group, as well as committing to ongoing funding of early childhood-related projects and organizations. NH’s Endowment for Health (EFH) has just completed a year-long strategic planning process and has selected early childhood as a key funding priority for at least the next five years. (See Appendix A13 – EFH Strategic Plan Priority Announcement). EFH’s funding for early childhood initiatives will increase significantly each year through 2018.

The growing and significant investment in early childhood initiatives by these organizations is expected to increase during the grant period and complement NH’s plan.

Currently their support includes: a) funding early childhood public awareness work; b) furthering the work of NH's Comprehensive Strategic Plan for Early Childhood; c) subsidizing child care costs; d) strengthening access to and quality of oral, physical, and behavioral health, and nutrition; e) supporting home visiting; f) preventing child abuse; and g) supporting the state's early childhood systems building work through Spark NH.

Discretionary Grants

A number of competitive federal grants that will facilitate this project's effort to strengthen the early childhood system and address early childhood-related issues are described below, along with the collaborative relationship with the work in this proposal. The foundation of NH's early learning and development infrastructure built by Spark NH, strengthened by the Early Learning Challenge funds, will help ensure collaborative approaches that maximize these grant dollars.

- **SAMHSA Project LAUNCH:** \$3,358,600 over four years. Local level direct service pilot project in Manchester, NH, focusing on young children with high needs that is linked directly to the statewide early childhood systems work of Spark NH. This work is closely aligned with and will be incorporated in NH's "Children: The Bedrock" Plan related to developmental screening (Watch Me Grow) and early childhood and family mental health.
- **SAMHSA System of Care:** \$3,000,000 over four years. Creates needed infrastructure to serve children and youth with complex behavioral issues and significantly expands the array of services and supports to these children. This grant resulted from the work of the NH Children's Behavioral Health Collaborative, which included DHHS, DOE, and other private and public cross-collaborative stakeholders. This work is closely aligned with our state plan's efforts in the area of early childhood and family mental health.
- **SAMHSA Safe Schools, Healthy Students (SS/HS):** \$8,000,000 over four years. Works to increase the number of children and youth who have access to behavioral health services, decrease substance abuse, increase capacity of community agencies to provide early development services, improve school climate, and reduce the number of children exposed to violence in three pilot communities. This project will work collaboratively with our state plan efforts such as Better Together Communities (family engagement through community collaboration).

- NH's Partners for Change Project, funded through ACF: \$3,200,000 over five years. Improves the social and emotional well-being of children involved with child welfare. Will work collaboratively on the Trauma-Informed Care training and TA project.
- CDC Obesity Prevention: \$242,741 over four years. Focuses funds on assisting early childhood education programs to develop/adopt policies to implement food service guidelines, and to increase physical activity. This project will work collaboratively with our state plan's Let's Grow! NH effort.
- US DOE Early Childhood Special Education Assistive Technology (EC-SEAT) Project: \$1,000,000 over four years. Preparing 40 Early Childhood Special Education teachers in research-based practices, including expertise in assistive technology to support young children and their families. As possible, the work of these grants will be coordinated to maximize dollars and best serve young children and families. "Children: The Bedrock" Plan will collaborate with this effort as described in Section C.

Local Efforts

Local efforts will also be linked to the early childhood systems work at the state level. The work currently being done in Coös County by the Coös Coalition for Young Children and Families was formally begun in 2012 with the goal of supporting the healthy development of the next generation. This group of organizations, representing mental health, healthcare, family support, early childhood education, and school districts, has been working collaboratively on identifying shared strategies and indicators since 2009. The Coalition is funded by a local grant program at the New Hampshire Charitable Foundation. The Belknap County Early Childhood Council is composed of local early childhood professionals, school educators and administrators, community agency representatives, business leaders, and citizens who are concerned with child care and early learning experiences in their community. Granite United Way serves as the backbone organization for the Council. Both of these groups are connected to Spark NH and efforts will be made to build on existing, ongoing early childhood collaborative teams with local funding to broaden the geographic reach of the plan.

(b) Please see budget and budget narrative

(c) Sustainability

NH has carefully crafted its plan to ensure sustainability both at the state systems level and the project level by building capacity, expanding existing efforts, and leveraging resources.

Each project described in the rest of this application has sustainability strategies. Projects are launched or expanded with a one-time infusion of resources and built-in sustainability strategies. At the state level, this one-time infusion of funds enables NH to build state systems such as GSSS and the early childhood data integration system that will be sustained with existing resources after the grant period ends. Overall, projects were created to build infrastructure, strengthen collaboration and coordination, improve overall quality, and build capacity of early childhood programs across the state prenatal through grade 3.

Spark NH

Spark NH – our Governor appointed early learning council – just celebrated its two-year anniversary and has secured ongoing funding to sustain its work into the future. It provides an unprecedented infrastructure to support early childhood systems work. In a relatively short time, Spark NH has built an early childhood infrastructure and strengthened connections between agencies, organizations and stakeholders; and coordinated the creation of the NH Comprehensive Strategic Plan for Early Childhood that will provide a blueprint to improve the early childhood system. It has collaborated with numerous statewide and regional initiatives to build a stronger early childhood system, created messaging to promote the importance of early childhood, collaborated on applications for discretionary federal and local funds, and worked on improving functional pieces of the early childhood system. The Council and its seven committees include over 150 volunteers who will be coordinating the implementation of numerous pieces of the “Children: The Bedrock” Plan throughout the grant period and beyond. At a recent NH philanthropists meeting convened by the NHCF, many of the philanthropic organizations present expressed interest in supporting the work of Spark NH in the future.

An Interagency Governance System

An interagency governance structure will be built to continue beyond the grant period as codified in the MOU from participating state agencies. With this strong governance structure and plan in place, the improved linkages between early childhood programs and services contemplated in this grant will last well beyond the grant years and will allow NH to successfully maintain a coordinated and comprehensive early childhood system.

Integrated Data System

Working to build a cross-sector, longitudinal early childhood data system will help eliminate the silos in existing early childhood programs and services. This data system would

help DOE, DHHS, and other members of NH's early learning and development system identify what works to support positive outcomes and to focus future efforts on those practices with the highest level of demonstrated success.

Capacity Building

NH's plan includes projects that can be self-sustaining once the four-year funding ends, a practice that is not unfamiliar to this state. We have an impressive track record of being able to allocate funds towards programs that are used to build capacity so as to maximize the number of individuals served both during the grant period and well after funding has ended. These capacity-building efforts utilize five successful strategies for sustainability:

(1) Investments in professional learning systems

A number of projects included in the plan address capacity-building within both the pre-service and professional development sectors of workforce development. All NH institutions of higher education preparing ELD professionals will align their programs and curricula to the standards in NH's Workforce Knowledge and Professional Development Framework, which will be sustained after the project funds have expired. Our plan to create an integrated professional development web presence, aligning the work of the NH Networks and the PORTAL, creates a sustainability capacity for current and future professionals' growth within the early childhood field.

(2) Increasing general public awareness and support for high-quality early childhood

Enhanced public awareness and support for high-quality early childhood will have a multi-pronged impact on sustainability. First, the effective communication of messages about the importance of early childhood and a coordinated early childhood system will encourage investment in early childhood and in sustaining the plan by business, philanthropy, policymakers, and the public. Second, communication to early childhood professionals and parents about the importance of quality in early childhood education and about the GSSS will build interest in providers in participating in the GSSS and in parents for high-quality care. Finally, communications strategies and materials will ensure that communications are well-coordinated and will educate parents, professionals, and the public, using websites, social media, print materials, and other resources. The plan will make sure that the effects of the communications efforts will live on well past the completion of the grant.

(3) Creating a culture of quality in early childhood

Funding will allow us to work toward ensuring that the standard and quality of care is consistent across early childhood programs in the state. Programs will be provided with the education, resources, and training they need to better their quality and to increase the number of high-need children that participate in their programs. These tools will provide programs across the state with reliable information that will be valuable and relevant after the conclusion of the grant period. Additionally, providers will be able to use participation in the GSSS as a marketing tool, while the public awareness work will help to increase market demand.

(4) Shared Services to create financial efficiencies

Shared Services encourages initial participation by providers who would not usually be able to spend capital in order to save. Once cost- and time-savings are realized, those can be reinvested in sustained membership and continuous quality improvements.

(5) Use of technology to create platforms for collaboration and knowledge dissemination

- Webinars: funds will support the creation of webinars that will be available online to strengthen the EC workforce.
- PORTAL: The technical site is already built and now just needs promotion and recruitment. It will be almost entirely self-sustaining except for a small amount of volunteer time furnished by Spark NH's Workforce and Professional Development Committee.
- Time Bank: requires funds to be built, but will then be entirely self-sustaining.

Philanthropic Support

As described in part (A)(4)(a), NH's Endowment for Health (EFH) has made a commitment to the ongoing sustainability of this plan by choosing early childhood as a priority in its five-year strategic plan. As the EFH is one of the key funders in the state it is likely that its decision will have ripple effects. This initiative, coupled with the recent work begun by the NHCF gathering NH funders to build an early childhood funding collaborative, holds great promise. This support, and the other funding it will leverage, will greatly enhance NH's ability to improve our early childhood system. Based on the current support from both public and private sectors and strategies in this plan to better capacity to serve young children and their families, we are confident in our ability to sustain and expand on our efforts, resulting in better outcomes for children and families.

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce,

Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).

- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in selection criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system; and
 - Documentation of how the tiers meaningfully differentiate levels of quality.

B. High-Quality, Accountable Programs (Project 4)

(B)(1) Developing and Adopting a Common, Statewide Tiered Quality Rating and Improvement System

In 2005, the DHHS Commissioner appropriated \$500,000 in funding to develop a child care tiered quality rating and improvement system (TQRIS). In only six months (the fastest timeline of any state that has developed a TQRIS), NH launched its TQRIS, Granite State Stars to the Summit (GSSS) in 2006. The program standards adopted were vetted by over six hundred respondents, including child care center directors, teachers, family child care providers, and parents. The GSSS has a very lean administrative overhead of one part-time staff person. It is statewide and open to early learning and development center-based programs including Head Start, early learning and development family home-based programs, and school age programs.

NH quickly delivers high-quality results with even a moderate amount of support. With this grant, NH will continue the development of a revised GSSS that we envision achieving all of the benchmarks published by the U.S. Office of Child Care while maintaining the number of program standards at a manageable level for early learning and development programs. The effort to develop and require only those standards known to impact the quality of services provided to children and families is a principle Anne Mitchell and Louise Stoney, co-founders of the Alliance on Early Childhood Finance, refer to as “the few and the powerful.” Designing the revised GSSS with a limited number of standards that represent the few and the powerful will: 1) Allow technical support to be targeted only to the aspects of program quality that make the most difference to children and families; 2) Require early learning and development programs to demonstrate their accomplishment of only those standards that are known to impact children and

families; and 3) Work toward supporting sustainability by measuring only the few and the powerful standards, thereby allowing the state to keep a lean administrative overhead of the GSSS.

(a) High Quality Plan for GSSS Based on Tiered Program Standards

The current GSSS consists of three levels: Child Care Licensed, Licensed-Plus, and National Accreditation. The current child care licensing administrative rules, which are the basis of the first level of the GSSS, are due to be revised by 2016. The administrative rules for child care licensing do address early learning and development standards, early childhood educator qualifications, family engagement strategies, and health promotion practices. Currently, there are no requirements for a comprehensive assessment system or effective data practices within licensing rules, although these are areas that will be addressed during the next round of updates to the standards beginning in 2014 in preparation for child care licensing administrative rules being adopted by 2016. Please see a list of relevant administrative rules in Appendix B1.

Currently, NH has 100% GSSS participation of licensed early learning and development programs. Being “Child Care Licensed,” which is the first level of the GSSS, is a requirement for participating at a higher GSSS level. Approximately 18% of the 700 licensed early learning and development center-based programs and 22% of the licensed programs enrolled in the child care scholarship program (CCDF child care subsidy) participate at a higher level. These programs, designated as either Licensed-Plus or Nationally Accredited, receive monthly quality incentive awards of 5% above their child care scholarship payments for being Licensed-Plus or 10% for being Nationally Accredited.

Licensed-Plus is a set of standards that evaluates programs through document review in seven quality domains: 1) Business and administration practices, 2) Learning environment, including training in the Early Learning Guidelines, 3) Parent/family involvement, 4) Children with special needs, 5) Professional development, 6) Staff qualifications and compensation, and 7) Program evaluation. There are no standards for health promotion or effective data practices in the current Licensed-Plus level. Please see the current NH Licensed-Plus standards (Option 1) in Appendix B2. There are currently 126 Licensed-Plus designated early learning and development programs.

National Accreditation is the highest level of the current GSSS. The GSSS accepts accreditation from the National Association for the Education of Young Children (NAEYC),

National Association for Family Child Care (NAFCC), and the National Afterschool Association. Currently there is one child care program accredited through the National Afterschool Association and none through NAFCC. There are 56 early learning and development programs accredited through NAEYC. NAEYC accreditation includes all six program standards listed in (B)(1)(a).

(b) System is Clear, Differentiates between Quality Levels, and Reflects High Expectations

The standards for each of the three levels of the current GSSS are clear and measurable and meaningfully differentiate program quality levels. In NH, child care licensing includes standards associated with several of the Child Care Aware® of America benchmarks for State child care center licensing requirements including, among many other standards, assuring basic child health and safety by requiring program personnel background checks, minimum director and teacher qualifications, staff: child ratios, and group size limits. Licensed-Plus standards require substantial compliance with child care licensing rules plus higher level requirements for staff development, curriculum, and family engagement, plus standards in management and business practices. National Accreditation standards require programs to demonstrate high levels of competence in evidence-based standards in the areas of relationships, curriculum, teaching, assessment of child progress, health, teachers, families, community relationships, physical environment, and leadership and management.

In the current GSSS system, there is low participation in the higher tiers of the system, with only 18% of licensed early learning and development center-based programs participating at those levels. There may be numerous licensed early learning and development programs whose quality is significantly above the baseline of licensing that are not choosing to participate in the higher levels of the GSSS. There is also geographic disparity regarding access to high-quality early learning and development programs, with more high-quality programs available in urban compared to rural regions. Another concern is that the Licensed-Plus level requires programs to have higher quality than the Child Care Licensed level, but the step up in quality is relatively small compared to the step from Licensed-Plus to National Accreditation. National Accreditation, the highest level in the current GSSS, reflects high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children.

In NH's high-quality plan for the revised GSSS, we will make progress toward significant enhancements to further differentiate quality and to reflect high expectations of program excellence including additional GSSS levels that would provide a clear pathway of improving quality, in which level one would continue to be Child Care Licensed and level two would be a revised Licensed-Plus that would be preparatory to the higher levels of the GSSS. The addition to the GSSS would be levels 3-5, (referred to as 3-5 stars). For these levels, centers will need to demonstrate compliance with higher level standards in the areas of curriculum, environment, assessment, engaging families and communities, administrator and educator qualifications, and data systems. Programs seeking one of these higher levels would receive onsite evaluation including Early Childhood Environmental Rating Scale (ECERS), Infant/Toddler Environmental Rating Scale (ITERS), and Classroom Assessment Scoring System (CLASS). Accreditation would no longer be a level in the GSSS of its own, but to entice Nationally Accredited programs to participate in the higher levels of the revised GSSS, a cross-walk between the revised standards and the NAEYC Accreditation standards would be conducted so that Nationally Accredited programs would be required to demonstrate only those standards that are not already included in Accreditation. This would streamline the GSSS evaluation process for Nationally Accredited programs. Please see the draft revised GSSS standards in Appendix A5. We envision that the revised GSSS would include all six of the tiered program standards listed in (B)(1)(a) and align with appropriate standards from Head Start, NAEYC, and Caring for Our Children (American Academy of Pediatrics, 2011).

(c) Is Linked to the State Licensing System for Early Learning and Development Programs

Child Care Licensing is the first level of quality in the current and revised GSSS. All applicants for Licensed-Plus and for recognition of being Nationally Accredited for the purposes of participating in the GSSS must have a current child care license that is in good standing. The DHHS Division for Children, Youth and Families (DCYF), which administers the GSSS, collaborates with the Child Care Licensing Unit, also a program of DHHS.

In the NH high-quality plan, we will review the existing child care licensing standards and determine which standards need to be revised, added, or removed to provide a strong foundation for the revised GSSS. The proposed changes to the licensing standards will be developed in an inclusive team led by the Child Care Licensing Unit. The proposed changes will be reviewed by members of the state's early learning and development programs and Early

Learning Intermediary Organizations, along with other subject matter experts in such areas as health and safety, and be submitted for adoption to the NH Joint Legislative Committee on Administrative Rules.

The current child care licensing rules do not expire until November 2016. As there have been significant changes to health and safety guidelines since they were adopted in 2008, we plan to have the new child care rules adopted by the end of 2015, to include alignment with the revised GSSS and the Child Care and Development Fund Federal Regulations proposed in May 2013.

New Hampshire's High-Quality Plan for Adopting High Standards that Reflect High Expectations of Program Excellence

From 2006 through 2009, quality incentive awards were provided to early learning and development programs. During the economic downturn, NH was forced to suspend quality incentive awards in January 2010; fortunately the awards have been restored. In anticipation of restoring these awards, NH began revising the GSSS in 2012 in an effort to meet the quality benchmarks set by the U.S. Office of Child Care. The GSSS Revision Task Force has identified one powerful goal for its work: "To promote a culture of continuous quality improvement among early childhood professionals to ensure that all NH children have access to high-quality early childhood programs." Through this grant, we will make progress toward access to high-quality programs being expanded through increasing the quality of currently licensed early learning and development programs. In this way, children with high needs would be able to access high-quality early learning and development programs wherever they are. Our plan is for the revised GSSS to be structured to achieve two ongoing and long term objectives: 1) All early learning and development programs engage in continuous quality improvement; and 2) All families, especially those who have children with high needs, have access to higher-rated early learning and development programs.

The standards for the revised GSSS would address early learning and development standards; a comprehensive assessment system; early childhood educator qualifications – including requiring all educators to have attained at least 3 credits in child growth and development, including the development of early literacy, writing and math skills; family engagement strategies; health promotion; and effective data practices. We envision the largest change to be the addition of higher tier levels that will support programs to move from lower to

higher quality on a clear pathway. Another important change in the standards would be moving toward the addition of onsite evaluations based on observation of the learning environment and teacher-child interactions. In addition to these standards, use of the revised NH Early Learning Standards would be required for all programs, whereas developmental screening and formative assessment would be required of programs seeking to achieve the higher levels of the GSSS (3-5 stars). Early childhood educator qualifications will be specifically identified and could include, at the upper levels, degreed professionals who have developed competencies in instructing young children regarding early literacy and numeracy skills. Family engagement strategies will be required and will be based on the protective factors identified in the Strengthening Families Framework. We plan for the health promotion requirements to be based on the standards in the Stepping Stones Essentials of Caring for Our Children and to include obesity prevention standards. Requirements for effective data practices will be incorporated throughout the standards.

New Hampshire was able to restore monthly child care quality incentive awards in July 2013 based on the current GSSS. The work to revise the GSSS continues through regular meetings of the Task Force and public forums. Please see draft standards, Appendix A5.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements¹¹ <i>If the Program Standards address the element, place an “X” in that box</i>						
Program Standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Child Care Licensing – All licensed early learning and development programs	X		X	X	X		
Licensed-Plus – early learning and development	X		X	X	X		

¹¹ Please refer to the definition of Program Standards for more information on the elements.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements^{II} <i>If the Program Standards address the element, place an “X” in that box</i>						
Program Standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
programs at the 2 nd tier of the GSSS							
NAEYC Accreditation – early learning and development programs at the top tier of the GSSS	X	X	X	X	X	X	

(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
 - (2) Early Head Start and Head Start programs;
 - (3) Early Learning and Development Programs funded under section 619 of Part B of IDEA and Part C of IDEA;
 - (4) Early Learning and Development Programs funded under Title I of ESEA;
- and
- (5) Early Learning and Development Programs receiving funds from the State’s CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

Evidence for (B)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(B)(2) Promoting Participation in the State's Tiered Quality Rating and Improvement System

(a) Implementing Effective Policies and Practices to Reach the Goal of Having All Publicly Funded Early Learning and Development Programs Participate in GSSS

Currently, NH does not have any State-funded preschool programs. Forty percent of NH's Early Head Start and Head Start's 41 program sites participate at either the Licensed-Plus or National Accreditation level. To entice Head Start programs to participate at the higher levels of the revised GSSS, a cross-walk between the revised standards and the national Head Start and Early Head Start standards would be conducted so that Head Start programs would be required to demonstrate only those standards that are not already included in their national standards. The streamlined application process would be an incentive to participate at one of the higher levels of the revised GSSS. In addition, Head Start programs would receive invitations to be among the first programs to be evaluated for one of the higher tier levels, 3-5 stars. We would inform those Head Start programs that directly administer child care programs that the quality incentive

awards for serving children receiving child care scholarship have been increased commensurate with the 3-5 stars levels.

In NH, IDEA Part C does not fund any early learning and development programs directly; Part C specialists such as speech/language pathologists go into early learning and development programs to consult with a specific child's teacher/caregiver.

New Hampshire's school districts vary regarding whether Part B/619 funding is provided to community early learning and development programs, provided to both community child care and public school-based classrooms, or provided only to public school-based regular education classrooms. Consistent with IDEA, the IEP team places the child in a more restrictive setting only if the child's needs cannot be met in the regular education environment, even with supplementary aides and services. Based on a survey of local districts, the DOE and DHHS estimate that, of 101 community early learning and development programs in which a 3-5 year old child with an IEP has been placed for special education and related services, 100% currently participate in GSSS as they are at least Child Care Licensed. Of those that participate, 24% are designated as either Licensed-Plus or Nationally Accredited. Currently, none of the public school-based Part B/619 regular education classrooms participate in the GSSS as all programs operated by a public or private elementary or secondary school system or institute of higher learning are legally exempt from child care licensing.

The DOE Part B/619 Coordinator will work to align Part B/619 funded initiatives with the DHHS Child Care Licensing Unit coordinators to promote participation in GSSS for public school preschool programs that support Part B/619. These Part B/619 initiatives are poised to provide universal, targeted, and intensive TA to districts and partnering Child Care/ Head Start programs regarding IDEA requirements and classroom quality. As the first level of the current and the revised GSSS is becoming Child Care Licensed, the GSSS emphasis for public school preschool regular education classrooms and special education classrooms funded by IDEA Part B/619 will be to become licensed. Child Care Licensed programs in public schools can then work toward higher levels in the revised GSSS.

Title I of ESEA does not fund early learning and development programs.

Of the approximately 430 Child Care Licensed center-based early learning and development programs receiving child care scholarship payments for serving eligible children, 94 (22%) participate in the current GSSS at either the Licensed-Plus or Nationally Accredited

level. Our plan is to provide intensive targeted technical assistance to 360 of these programs to improve their quality and prepare them for being evaluated to be rated at one of the higher GSSS levels, stars 3-5. NH will work directly with early learning and development programs in the rural areas of the state to participate in the revised GSSS. This intensive targeted technical assistance is designed to reduce the disparity between urban and rural regions regarding access to high-quality programs. Twenty-five of the 430 are Nationally Accredited and an additional 20 are Head Start programs. These two programs types will not receive intensive targeted technical assistance, but we will invite them in years three and four to be evaluated to determine at what tier of the GSSS they would be designated. Of the 146 licensed family home-based providers enrolled in the child care scholarship program, 100 will receive intensive targeted technical assistance in year four.

(b) Effective Policies and Practices to Help Families Afford High-Quality Child Care and Maintain The Supply of High-Quality Child Care in Areas with High Concentrations of Children with High Needs

New Hampshire strives to make high-quality child care affordable for children with high needs. In July 2013, the DHHS DCYF:

Increased the standard payment rates to child care providers by an average of over 3% to maintain those payment rates at the 50th percentile of the most recent Market Rate Survey;

Significantly reduced the amounts of the family co-pay for children eligible for child care scholarship. For example, a family with an income of 220% – 250% of the federal poverty level had been paying 27% of their income in family co-pay; and as of July 1, 2013 a family is now paying a 20% co-pay;

Increased the family eligibility amount to reflect the changes in the federal poverty levels for 2013; and

Reinstated the current GSSS quality incentive awards. NH reinstated monthly quality incentive awards of 5% above the standard payment rates for Licensed-Plus programs and 10% above the standard payment rates for Nationally Accredited programs.

In the revised GSSS, we will make every effort for quality awards to range from 5% for the revised Licensed-Plus programs to 15% above the standard payment rates for early learning and development programs rated at the highest level, 5 stars. NH plans to sustain quality awards

through the CCDF child care scholarship funding already allocated for quality awards plus reallocation of CCDF scholarship and quality funding as needed.

(c) Ambitious yet Achievable Targets for Programs that will Participate in GSSS

NH does not have any State-funded preschool programs. All Early Head Start and Head Start programs are required to be Child Care Licensed, so 100% of Early Head Start/Head Start program sites participate in the GSSS. Currently 40% of NH's 41 Early Head Start and Head Start program sites participate in the higher levels in the GSSS at either the Licensed-Plus or Nationally Accredited level. NH will work with Head Start programs, especially in rural areas, to participate in the revised GSSS. NH will create a cross-walk between the revised GSSS standards and the national Head Start standards as described above. NH will endeavor to support 41 (100%) of the Early Head Start/Head Start program sites to be designated at one of the higher levels of the GSSS.

Part C does not put any funding into early learning and development programs. Part B/619 programs in NH vary regarding whether funding is provided to community early learning and development programs, provided to both community child care and public school-based classroom, or provided only to public school based classrooms. Based on a survey of local districts, the DOE and DHHS estimate that, of child care programs in which a 3-5 year old child with an IEP has been placed for special education and related services, 100% currently participate in GSSS because they are Child Care Licensed. Of 101 community early learning and development programs receiving Part B/619 funding, 24% are Licensed Plus or Nationally Accredited. All (100%) of these community early learning and development programs that are not already Nationally Accredited will receive invitations to join either the first or second cohort of programs to receive intensive technical assistance to prepare them for participating in the revised GSSS. Once they have achieved the revised Licensed-Plus level, we anticipate being able to invite them to be evaluated to achieve one of the higher GSSS levels, stars 3-5.

New Hampshire will work with the Nationally Accredited programs providing services to children eligible for Part B/619 services, especially in rural areas, to participate in the revised GSSS. For Nationally Accredited early learning and development programs that are Child Care Licensed, NH will develop a streamlined list of standards, as described above, to demonstrate to achieve the higher levels of the GSSS.

None of the public school-based Part B/619 classrooms or regular early childhood public preschools participates in the current GSSS. NH will work with these school-based Part B/619 programs toward becoming licensed as licensing is the first level in the GSSS and is a prerequisite to achieve any other level of the GSSS. Of these programs, 100% will receive invitations to work with a NH DOE consultant and NH DHHS Child Care Licensing Unit coordinator to receive technical assistance to support them toward participating in the revised GSSS by becoming Child Care Licensed.

All school-based Child Care Licensed programs will be invited to work toward the revised Licensed-Plus designation. We plan to be able to invite all that have achieved that second level in the GSSS to be evaluated to achieve one of the higher GSSS levels. At the end of the grant it is estimated that 25 public school preschool programs serving children receiving IDEA Part B/619 services will be Child Care Licensed.

Title I of ESEA does not provide funding to early learning and development programs.

Ninety-one percent of the children receiving child care scholarships are enrolled in a Child Care Licensed center-based (85%) or family home-based (6%) program. Of the approximately 430 licensed early learning and development center-based programs receiving child care scholarship payments for serving eligible children, 94 (22%) participate at either the Licensed-Plus or Nationally Accredited level and of the 146 licensed family home-based programs receiving child care scholarship payments for serving eligible children, 6 (4%) participate at either the Licensed-Plus or Nationally Accredited level. New Hampshire plans to work with early learning and development center-based programs receiving funding for children receiving CCDF child care scholarships, especially in rural areas, to participate in the revised GSSS. Of these early learning and development programs enrolled in CCDF that are not already Nationally Accredited or Head Start programs, 100% will receive invitations to join either the first or second cohort of 180 programs to receive intensive technical assistance to prepare them for participating in higher levels of the revised GSSS. Once they have achieved the second level, the revised Licensed-Plus, we anticipate that they will be invited to be evaluated to achieve one of the higher GSSS levels. In year three, the GSSS project manager will convene a group of Child Care Licensed family home-based providers and their stakeholders to revise the family home-based GSSS standards. In year four, the 146 Child Care Licensed family home-based programs serving children receiving child care scholarships will be invited to join a cohort of

100 family home-based programs that will receive intensive targeted technical assistance to participate in the revised GSSS at levels above Child Care Licensed.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target-end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: actual</i>	0	0	0	0	0	0	0	0	0	0	0
Early Head Start and Head Start ¹² : actual from Head Start State Collaboration Office	41	41	100	41	100	41	100	41	100	41	100
Programs funded by IDEA, Part C: actual from Part C Office	0	0	0	0	0	0	0	0	0	0	0
Programs funded by IDEA, Part B, section 619: estimated from survey of NH school districts	101	101	100	101	100	101	100	101	100	101	100
Programs funded under Title I of ESEA: actual from DOE data system	0	0	0	0	0	0	0	0	0	0	0
Programs receiving from CCDF funds: licensed child care center-based from child care scholarship payment system	430	430	100	430	100	430	100	430	100	430	100

¹² Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target-end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
Other <i>Describe:</i> Licensed child care center-based programs – estimated from child care licensing data system	700	700	100	700	100	700	100	700	100	700	100
Licensed child care family home-based programs – estimated from child care licensing data system	200	200	100	200	100	200	100	200	100	200	100

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(3):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(B)(3) Rating and Monitoring Early Learning and Development Programs

(a) Monitoring and Rating Programs

New Hampshire's high-quality aspirational plan to develop and implement a system for rating and monitoring early learning and development programs participating in the higher levels (stars 3-5) of the GSSS includes striving toward having five evaluators who will be trained to 85% inter-rater reliability on the ECERS, ITERS, and the CLASS. These evaluators would provide onsite evaluation to the 360 center-based early learning and development programs that participate in the two center-based program cohorts. For each onsite evaluation, 50% of the classrooms would be selected randomly from each age group in each program being evaluated. Onsite monitoring would take place on a three year cycle, with reports regarding continuous quality improvement due annually.

(b) Providing Rating and Licensing Information to Parents

New Hampshire's child care license certificate must be displayed in the early learning and development program in an area visible to parents. The certificate contains the following information: to whom the license is issued, name of the program, physical location of the program, program types, age range of the children in the program, total capacity of the program, license number, dates the license is valid, any waivers that have been granted, and any notice of conditions placed on the license.

Currently, Licensed-Plus programs may display the Licensed-Plus certificate in their program and may use the Licensed-Plus logo in their marketing. The same is true of NAEYC accreditation. In the revised GSSS, we anticipate that the certificate would include not only the level achieved but the relative scores in each of three major domains for programs that are rated at stars 3-5:

- Curriculum, Environment and Assessment, which includes using the revised NH Early Learning Standards, screening measures, formative assessments, physical activity, and health and safety policies and practices;
- Early Childhood and Administrator Qualifications, which includes director credentials, teacher credentials, degreed teachers in the programs, and professional development plans and demonstrated competencies; and
- Engaging Families and Communities, which includes Strengthening Families modules training, Strengthening Families Self-Assessment, implementation of Strengthening Families strategies, and new family orientation.

The DHHS website has a child care search webpage that provides information about every licensed early learning and development program including: the program name, type of program, address, phone number, dates, types and results of licensing visits, and licensing statements of finding and the program's corrective action plans. In NH's high-quality plan for the revised GSSS, the child care search webpage would include the GSSS rating and the relative scores for the three major domains. The Child Care Resource and Referral NACCRAware database will include a webpage for early learning and development programs where we will strive toward them being able to post their GSSS rating and the relative scores for the three major domains. The NACCRAware database child care search would provide information to parents about early learning and development programs listed by GSSS ratings with the highest-rated programs listed first for each region. This database is available to parents and the general public through the Child Care Aware® of NH website. NH's plan also includes using grant funds toward the ultimate development of a GSSS website for early learning and development programs as well as parents and the general public. We will also work toward using grant funds to create and market a mobile app for parents and the general public to use. Parents would be made aware of these options for finding high-quality early learning and development programs through a multi-model marketing campaign.

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

Evidence for (B)(4):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(B)(4) Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs

(a) Policies that Support and Incentives that Promote Continuous Improvement

Currently, the GSSS programs participating at the Licensed-Plus and Nationally Accredited level receive higher child care scholarship reimbursement rates through monthly quality incentive awards based on the previous month's child care scholarship payments. In the current system, many early learning and development programs have felt "stuck" at the Licensed-Plus level because of the big "leap" in quality a program has to make between Licensed-Plus and Nationally Accredited. As opposed to the current three-level system, we plan for the revised GSSS to have additional levels, representing smaller steps in quality improvement that provide a clear pathway to improving quality. Level one would continue to be Child Care Licensed, level two would be a revised Licensed-Plus that will be preparatory to the higher levels of the GSSS, and levels 3-5 (3-5 stars) would be the highest tiers. We will work toward programs applying for levels 3-5 stars receiving onsite evaluation including ECERS/ITERS and CLASS.

Incentives to continuously improve quality would include both higher child care scholarship reimbursement rates, potentially up to 15% above the standard reimbursement rate for child care scholarship for programs rated at level 5 stars, and intensive targeted technical assistance for selected programs. During the four-year grant period, technical assistance will be intensive for two cohort groups of early learning and development center-based programs and one cohort of family home-based programs enrolled in the child care scholarship program to provide care for children receiving scholarship. For other programs, and after the grant period, technical assistance will be available through the regional Child Care Resource and Referral programs, which have all been trained on providing targeted technical assistance. During the grant period, we anticipate that programs participating in the two center-based cohorts would receive a \$2,000 financial incentive and the family home-based cohort would receive \$1,000 financial incentive for achieving the revised GSSS level 2. In years three and four, we anticipate that programs that reach a higher tier would also receive a \$2,000 financial incentive for center-based programs and \$1,000 for family home-based programs. Programs participating in the GSSS cohorts will receive the Ages and Stages Questionnaire Kit to provide them with a tool for conducting developmental screening. Also, early childhood educators in the cohort programs will be eligible to take early childhood education college courses with 100% tuition assistance

and receive a \$500 stipend for successfully completing each course, which can be used as a reimbursement for textbooks, as well as mileage or child care cost reimbursement.

As part of NH's efforts to sustain and support the early childhood workforce, Spark NH has created a PORTAL (Professional Opportunities, Resources, Trainings, and Links) web page for its website that allows early childhood professionals to access job and professional development opportunities. We will expand the PORTAL as a unique eLearning Time Bank for the early childhood workforce. We envision an online platform designed specifically for early childhood professionals to both give and get top-notch coaching, mentoring, and technical assistance – a site that is populated with both public and private sector experts. For example, a child care program administrator seeking advice on growing enrollment can connect directly with a seasoned expert on that topic. Those teaching toddlers or second graders or those cooking nutritious meals or providing home visiting can connect directly with their peers without needing to leave their building. Technical assistance tied to the state's GSSS will be built into this platform model as well. For the complete description of this project, see Section D.

In addition, all Child Care Licensed Programs will receive membership into the NH shared services organization. "Shared Services is an early care and education (ECE) business model that enables center- and home-based child care providers to share costs and deliver services in a more streamlined and efficient way... enabling both economies of scale and economies of specialization so that maximum resources can be focused on the learning environment—where they matter most" (Stoney, 2013).

NH's successful model, the Seacoast Early Learning Alliance (SELA), combined four critical components that allowed programs to reinvest the cost- and time-savings of participation in shared services into improved quality: 1) a monthly learning collaborative; 2) enrollment in the national ECE Shared Resources web platform through the designated state partner, Early Learning NH; 3) boots-on-the-ground services rarely found in-house delivered directly to their program, including facilities management, emergency maintenance, CPAs, HR and legal expertise, digital call blast, discounted fuel, sand and mulch, and other vendor bidding, through a partnership with Great North Advantage in Exeter, NH; and 4) mandatory participation in NH's GSSS with a minimum designation of Licensed-Plus. The increased, collective capacity reported by the SELA programs has allowed them to successfully implement their ambitious quality improvement plans.

The \$1,200 annual membership in SELA includes \$348/year for the web platform and \$852/year for the boots-on-the-ground services. In the SELA pilot project, when programs paid their own enrollment in the second year, 90% stayed on and reported that the first year's funding was crucial in their ability to continue to participate. The pilot programs reported that the promise of a return on investment to put toward quality improvement would not have been enough to incent them to have signed up originally as they do not typically operate with the philosophy of "spend money to make money." In the third year the return on investment was three-to-tenfold, and 100% of the Seacoast members stayed on. The cost- and time savings and quality improvements continue to mount.

To build capacity and to incentivize programs to participate in the new revision of the GSSS, grant funds will be used to cover the first year's enrollment for licensed early learning and development programs in the successful shared services model in NH. In year one of the grant, all programs licensed by the NH Child Care Licensing Unit will be enrolled in the ECE Shared Resources web platform and a portion of the currently Accredited and Licensed-Plus programs will receive one year of the full benefits of SELA, including the boots-on-the-ground services. In year two, the remainder of the currently Accredited and Licensed Plus programs will receive one year of the full benefits of SELA. In years 3 and 4, other licensed programs participating at the revised Licensed-Plus level will receive one year of the full benefits of SELA in order to realize savings to reinvest back into quality.

Table NH: B1: Shared Services Activities Timeline and Performance Measures

Key Activity	Person/Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
Enroll all programs licensed by the NH Child Care Licensing Unit in the ECE Shared Resources web platform for one year	NH Department of Health & Human Services Early Learning NH	Child Care Aware® of NH NH Head Start Directors Association NHAEYC	X			
Enroll all current Licensed Plus and Accredited Centers in the full benefits of the Seacoast Early Learning Alliance for one year	NH Department of Health & Human Services Early Learning NH	Seacoast Early Learning Alliance Child Care Aware® of NH NH Head Start Directors Association NHAEYC	X	X		
Enroll all other licensed programs at the new preparatory level in the full benefits of the Seacoast EL Alliance for one year	NH Department of Health & Human Services Early Learning NH	Seacoast Early Learning Alliance Child Care Aware® of NH NH Head Start Directors Association NHAEYC			X	X

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# of licensed centers and licensed family-based programs that enroll in the ECE Shared Resources web platform	700 centers and 200 family-based programs			
# Accredited and Licensed Plus programs that join the Seacoast Early Learning Alliance	20 Accredited and 80 Licensed Plus programs	35 Accredited and 45 Licensed Plus programs		
# of other licensed programs participating in the preparatory level that join SELA			80 licensed programs	100 licensed programs

Sustainability

One year per program to join shared services in NH will give the boost our state's licensed programs need to start a new way of doing business that will bring the cost- and time savings needed to reinvest in continuous quality improvement. With 900 licensed programs in NH, the project has the potential to leverage up to \$3,780,000 every year for early childhood education in our state.

Sustainability of incentives and supports will be as follows:

- The proposed five-level GSSS system would continue to provide a clear pathway to increasing quality. Early learning and development programs would not feel “stuck,” unable to reach a higher level tier. Because Child Care Licensed is the first level and the second level, the revised Licensed-Plus, is preparatory to the higher levels, there would not be a group of programs that cannot reach higher levels.
- Higher reimbursement rates for programs that participate at least at the revised Licensed-Plus level would continue.
- Technical assistance would continue through the Child Care Resource and Referral agencies.
- College tuition assistance would be available at the pre-grant level of 100% tuition assistance for up to three specific courses and 50% tuition assistance for all other early childhood education courses.

- The PORTAL eLearning Time Bank would continue.
- All Child Care Licensed early learning and development programs that maintain their membership in the shared services organization would continue to benefit from significant savings and would be able to use those savings to fund continuous quality improvement.

(b) Providing Supports to Help Working Families Who Have Children with High Needs Access High-Quality Early Learning and Development Programs That Meet Those Needs

In NH, children of working parents who attend Head Start are able to attend full-day, full-year early learning and development programs through the child care scholarship program. The CCDF child care scholarship will pay an early learning and development program enrolled in the child care scholarship program for the full-day when a child eligible for child care scholarship attends Head Start in the morning and the early learning and development program in the afternoon. In this way, the child's full-day space in the child care center is guaranteed for days and weeks that Head Start is not in session. This policy supports research showing that high-need children benefit from consistent full-day programming. Child Care Licensed early learning and development programs enrolled in the child care scholarship program will receive supports as described above to participate in the GSSS at the higher levels.

DCYF encourages early learning and development programs to enroll in DOE's Child and Adult Care Food Program (CACFP) by making them aware of the benefits to the program and to the children they serve. Participation in this program supports early learning and development programs to provide nutritious meals and snacks to children. The number of early learning and development programs participating in CACFP increased last year as a result of marketing the program.

In our high-quality GSSS plan, our intention is for early learning and development programs that achieve the higher levels of the GSSS (stars 3-5) to employ the family support strategies in the Strengthening Families Framework. These programs' strategies include: (a) facilitating friendships and mutual support, (b) strengthening parenting, (c) responding to family crisis, (d) linking families to services and opportunities, (e) facilitating children's social and emotional development, (f) observing and responding to early signs of child abuse and neglect, and (g) valuing and supporting parents.

(c) Setting Ambitious Yet Achievable Targets For Increasing--***(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System***

Currently, 18% of licensed child care center-based programs are at the Licensed-Plus or Nationally Accredited level in the GSSS. New Hampshire's high-quality plan for increasing the number of early learning and development programs in the top tiers of the revised GSSS is based on providing intensive technical assistance to early learning and development programs to bring them through level 2, the revised Licensed-Plus, the preparatory level for the higher levels. The technical assistance will be targeted to prepare early learning and development programs to be rated at one of the higher levels (stars 3-5) of our revised GSSS.

During year two, approximately 180 licensed early learning and development center-based programs will participate in the first of two quality improvement cohorts. These programs will be recruited from the Licensed-Plus, the middle level of the current GSSS, and from those early learning and development programs caring for the largest number of children receiving child care scholarship, thus targeting those children most in need due to their families' income levels. Also invited will be early learning and development programs serving children receiving Part B/619 services. In this cohort model, we anticipate there will be 10 regions covering all of the state, 5 having two technical assistance (TA) providers and 5 having one TA provider. Each TA provider would work with approximately 12 early learning and development programs and would spend a full day per month with each of them. One day per month, the TA provider and representatives of the 12 programs would meet together to discuss the work they each are doing to improve their program and to receive peer support. The goal of the TA is to work toward assuring that at the end of the year, each program has completed all of the standards at revised level 2 and that they are ready to have the proposed onsite rating of the program to determine if they meet the standards for one of the higher levels, 3 to 5 stars. This process would be repeated in year three with a second cohort of 180 early learning and development programs. In year three, the first cohort would be evaluated through onsite observations using the ECERS/ITERS and the CLASS. In year four, the evaluation process would be repeated for the second cohort.

Table NH: B2: Activities Timeline for Quality Improvement Efforts

Activity	Year of Implementation			
	Year 1	Year 2	Year 3	Year 4
Recruit child care programs enrolled in the child care scholarship program to participate in cohorts	Cohort 1 of 180 center-based programs	Cohort 2 of 180 center-based programs	Cohort 3 of 100 family home-based programs	
Technical assistance contractors work with child care centers to improve quality		Cohort 1 of 180 programs	Cohort 2 of 180 programs	Cohort of 100 licensed family home-based programs plus cohort 1 and 2 programs that need additional support and other early learning and development programs seeking higher levels in the GSSS
Evaluation contractors conduct onsite evaluations to determine quality level for the GSSS			Cohort 1 of 180 programs plus Head Start and Nationally Accredited programs	Cohort 2 of 180 programs plus cohort 1 programs that needed additional support, family home-based programs and other early learning and development programs seeking higher levels in the GSSS

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016	Target- end of calendar year 2017
Total number of programs covered by the Tiered Quality Rating and Improvement System Licensed child care center based and family home based programs – <i>estimate from Child Care Licensing</i>	900	900	900	900	900
Number of center-based programs in Tier 1 Child Care Licensed – (lowest), <i>base line data is actual from GSSS database – estimate from Child Care Licensing</i>	520	520	520	250	100
Number of programs in Tier 2 Licensed-Plus (middle) In years 3-4 they will have the opportunity to be assessed for one of the higher level tiers, 3,4, 5 - <i>actual from GSSS database</i>	124	124	124	200	150
Number of programs in Tier 3 – 3 Star – (current highest	56	56	56	150	300

tier). In years 3-4 they will have the opportunity to be assessed for one of the higher level tiers, 3,4, 5- <i>actual from GSSS database</i>					
Number of programs in Tier 4 – 4 Star	Not in current GSSS	Not in current GSSS	Not in current GSSS	50	100
Number of programs in Tier 5 – 5 Star – will be the highest	Not in current GSSS	Not in current GSSS	Not in current GSSS	50	50

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs who are in the top tiers of the Tiered Quality Rating and Improvement System

Of all children (4,760) birth to kindergarten entry receiving child care scholarships, 91% are enrolled in a Child Care Licensed, first level of the GSSS, center or family-based program and 43% (2,456) are enrolled in a Licensed-Plus or Nationally Accredited program. Many of the Licensed-Plus programs are among those early learning and development programs caring for the highest number of children with high needs.

In the NH plan, the early learning and development programs invited to join the first cohort will be those that are currently Licensed-Plus and those that are Child Care Licensed center-based programs that aren't yet designated as Licensed-Plus, and that serve large numbers of children eligible for child care scholarships. In the third year of the grant, the early learning and development programs invited to join the second cohort will all be programs serving children receiving child care scholarships and those serving other children with high needs that are not Head Start programs or already Nationally Accredited. Head Start centers, child care centers that are already accredited through NAEYC, and public schools directly serving young children through Part B/619 that have become licensed through child care licensing will be invited to participate in onsite evaluations based on a cross-walk of those programs with the revised GSSS standards. These programs will not be included in the cohorts.

In the fourth year of the grant, our plan is to offer technical assistance to those programs that participated in the first or second cohort but did not achieve a higher tier rating when they participated in the proposed evaluation so that they can have a second chance to be evaluated before the end of the grant. Also, intensive targeted technical assistance will be offered to 100 Child Care Licensed family home-based early learning and development programs as the final cohort group.

Of the 700 Child Care Licensed center-based early learning and development programs, 430 (63%) are enrolled in the child care scholarship program. We anticipate that 360 (51%) of licensed programs will be rated at levels 3-5. Of the 200 Child Care Licensed family home-based early learning and development programs, 146 (73%) are enrolled in the child care scholarship program. We anticipate that 40 (20%) of the Child Care Licensed family home-based early learning and development programs will be rated at the proposed levels 3-5. Through this work with cohorts and specific targeting of programs that work with children with high-needs, the NH high-quality plan aims to have at least 75% of children receiving child care scholarships in licensed early learning and development programs enrolled in a program that is designated at a higher tier in the GSSS.

Table NH: B3: Activities Timeline for Improving Program Ratings

Activity	Year of Implementation			
	Year 1	Year 2	Year 3	Year 4
Recruit programs to be evaluated			Head Start, Nationally Accredited, other licensed early learning and development programs	Head Start, Nationally Accredited, and family home-based early learning and development programs
Evaluation contractors conduct onsite evaluations using the CLASS and ECERS/ITERS			Head Start, Nationally Accredited, other licensed early learning and development programs	Head Start, Nationally Accredited, and family home-based early learning and development programs

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target-end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
Early Head Start and Head Start ¹³ - actual from State Collaboration Office	1618	809	50%	809	50%	971	60%	1,295	80%	1,618	100%
Early Learning and Development Programs funded by IDEA, Part C	0	0	0	0	0	0	0	0	0	0	0
Early Learning and Development Programs funded by IDEA, Part B, section 619 – estimate from Part B office	300	150	50%	150	50%	150	50%	200	67%	250	83%
Early Learning and Development Programs funded under Title I of ESEA	0	0	0	0	0	0	0	0	0	0	0
Early Learning and Development Programs receiving funds from the State's	4,760	2,455	43%	2,455	43%	2,455	43%	2,618	55%	3,370	75%

¹³ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target-end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
CCDF program – actual from child care scholarship payment system											

(B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems.
(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), that the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and

Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(5):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(B)(5) Validating the Effectiveness of NH's Tiered Quality Rating and Improvement System (Granite State Stars to the Summit – GSSS)-

(a) Validating that the Tiers in the GSSS Accurately Reflect Differential Levels of Program Quality

Validating NH's proposed revised GSSS will determine whether our GSSS tiers accurately reflect differential levels of program quality and the extent to which changes in quality ratings (as programs move up the tier ladder) are related to progress in children's learning, development, and school readiness. We will work with an external evaluator (not yet selected due to NH procurement regulations) and cooperate with any cross-state evaluation consortium on this effort. We expect to incorporate into our validation study the experiences of other states which are doing these studies as part of their RTT-ELC activities. We will provide to ED or HHS our final validation design and our overall project evaluation design to assure that they are of the highest quality and to encourage commonality in approaches. We will also make widely available, through our public awareness campaign the results of any evaluations conducted under this or any other funded activities.

Prior to the initiation of the validation study, we will engage in the GSSS professional development, technical assistance, and rating activities described in Section B and in Priority 2 to support more early learning and development programs to be rated among the higher levels of our proposed revised GSSS. It is anticipated that our validation study will be conducted in two phases beginning in year four.

We will require our external evaluator to submit a validation study proposal that incorporates the recommendations made by the Office of Planning Research and Evaluation, Administration for Children and Families, contained in the *Child Care Quality Rating System Evaluation Toolkit* or other high-quality processes recommended by ED or HHS. This toolkit and the related research on QRIS validation suggest that the first phase of validation address three

components (Source: Quality Initiatives Research and Evaluation Consortium Webinar 3/15/2012):

1) Examining the validity of key underlying concepts by answering questions such as: Do the rating components capture the key elements of quality? Is there sufficient empirical support for including each element?

2) Examining the psychometric properties of measures used to assess quality by answering questions such as: Do component measures which claim a certain number of scales actually have that number of scales? Do measures of similar concepts relate more closely to each other than to other measures? Do different cut scores produce better distributions or more meaningful distinctions among programs?

3) Assessing the outputs of the rating process by answering questions such as: Are providers that received a high rating actually providing higher quality of care than those that earned a lower rating? Do rating distributions for programs of different types vary?

This phase of the validation study will use expert ratings (obtained with cross-sector stakeholder input) and a review of the research.

(b) Assessing the Extent to Which Changes in Quality Ratings are Related to Progress in Children's Learning, Development, and School Readiness

The second phase of GSSS validation is to determine if ratings are related to expected child outcomes. Our external evaluator will conduct a review of overall program quality and classroom observations conducted at lower-tier and higher-tier programs. It is anticipated that children's learning and development will be tracked by comparing fall and spring data on a sample of children enrolled in ELD classrooms. Samples will need to be both comparable and large enough to compensate for the expected attrition of children during a school year.

Children's learning and development will be tracked using accepted measures for social skills, language, literacy, and numeracy. A sub-sample of children with disabilities and ELL will be analyzed and compared to the aggregate results to test whether the correlations found for the study sample as a whole extend to these high need children. We will assure that 25% of the sample programs or classrooms in the analysis are from NH's most rural counties. Data analyses will take care to account for selection factors and sampling bias. A detailed timeline for both phases of the validation study will be developed in consultation with our external evaluator, ED, and HHS.

Focused Investment Areas -- Sections (C), (D), and (E)

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points

The applicant must address two or more selection criteria within Focused Investment Area (C), which are as follows.

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;
- (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;
- (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development; and
- (d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

.If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet the elements in selection criteria (C)(1)(a) and (b), submit--
 - Proof of use by all types of Early Learning and Development Programs in the State;
 - The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
 - Documentation that the standards are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities and developmental delays and English learners;
 - Documentation that the standards address all Essential Domains of School Readiness and that they are of high quality; and
 - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.

C. Promoting Early Learning and Development Outcomes for Children to Promote School Readiness - Project 5

NH's plan for promoting early learning and development outcomes for children is grounded in high-quality early learning and development standards, initiatives to ensure that children are screened often and appropriately referred for services, a deep focus on a few areas that are "drivers" of children's ELD and later social-emotional and academic success, and supporting families to become effective stewards of their own children's well-being and leaders and advocates in the state.

(C)(1) Developing and Using Statewide, High-Quality ELD Standards

(a) Developmental, Cultural and Linguistic Appropriateness and Essential Domains

The NH Early Learning Standards (ELS) were published in 2005 and are under revision (see excerpt in Appendix A3). Dr. Sharon Lynn Kagan of Columbia Teachers College and Dr. Catherine Scott-Little of the University of North Carolina are reviewing the draft for depth,

difficulty, and progression, as well as alignment of the NH four to five-year-old standards with the national best practices for kindergarten (to be completed fall 2013). This effort is the backbone of NH's kindergarten readiness initiative and, for the first time, all ELD professionals and families will have a comprehensive blueprint for children's learning and development birth – kindergarten entry.

In revising the ELS, NH consulted multiple resources to assure that the standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers and that all essential domains of school readiness are covered. The ELS Task Force included key representatives from cross sector organizations, including the DOE Part B/619 coordinator who assured that the standards were appropriate for children with disabilities or developmental delays. Additionally, resources from the DOE Title III (ELL) State Director and the Office of Head Start Dual Language Learning Report informed the development of the standards.

The ELS are developmentally appropriate, with seven age categories: birth to nine months; 9-18 months; 18-24 months; 24-30 months; 30-36 months; 3-year-olds and 4 and 5-year-olds up to entry into kindergarten. The draft ELS also includes all developmental domains essential to school readiness: social and emotional; language and literacy; numeracy; science and social studies; approaches to learning; physical development and health; and creative expression and aesthetic appreciation.

(b) Alignment with K-3 Standards

NH's draft ELS were cross-walked and aligned with the State Kindergarten Readiness Indicators, which are aligned with kindergarten to third grade standards. The draft ELS shows the State Kindergarten Readiness Indicators side-by-side with the 4- and 5-year old ELS. The alignment was conducted for all developmental domains, including literacy and numeracy.

(c) Incorporation in Program Standards, Curricula and Activities, Assessment Systems, the Workforce Knowledge and Competency Framework, and Professional Development, and That They are Shared with Parents and Families

The revised ELS are included in the current draft of the GSSS and will be included in the revised version. GSSS will also require programs at higher tiers to align their curricula with the ELS. The revised ELS will be: integral to the comprehensive assessment requirements in the revised GSSS; included in The Workforce Knowledge and Competency Framework; and

addressed within multiple professional development activities/training activities. For example, Child Care Aware® of NH will update their early learning trainings to reflect the revised ELS, and NH will produce eight web-based video trainings on the standards. Staff in ELD programs applying to be in the top tiers of the revised GSSS will be required to participate in training. Training and TA will also include strategies for utilizing the ELS as a tool to engage families in partnerships regarding their child's development. As part of this grant, 460 of 900 ELD center-based and home-based programs will receive intensive TA on this topic.

(d) State Supports to Promote Understanding of and Commitment to the ELS

The draft ELS were presented to Spark NH, which supports the utilization of the revised standards across sectors in multiple ELD program settings, including child care centers, Head Start/Early Head Start, Part C, school and community-based ELD programs serving children receiving Part B/619 services, family resource centers, and MCH home visiting.

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children's physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents' capacity to promote their children's physical, social, and emotional health;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home;

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who—

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and, where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care; and

(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in selection criterion (C)(3)(a), submit--
 - The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; social and emotional development; family involvement and capacity-building; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards,

the State must submit documentation of these data. If the State does not have these data, the State must outline its plan for deriving them.

Evidence for (C)(3)(c):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening and referral of and follow-up for all Children with High Needs, and how families will be engaged in the process; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

Evidence for (C)(3)(e):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(C)(3) Identifying and Addressing the Health, Behavioral, and Developmental Needs of Children with High Needs to Improve School Readiness

(a) Health and Safety Standards; Health and Behavioral Screening and Follow-Up; Families As Partners and Building Parents' Capacity To Promote Their Children's Physical, Social, and Emotional Health

The draft revised ELS include a domain focused on children's physical development (from birth to kindergarten entry) and the development of knowledge and skills in health and safety. ELD programs will utilize the ELS as a resource for selecting curricula, screening tools, and formative assessments.

NH Child Care Licensing (CCL) has an array of health and safety requirements based on Caring for Our Children and other resources. To become licensed, programs must pass inspections by the local health officer and a life safety inspector. CCL completes an inspection to ensure the environment is safe and all necessary equipment is in place before children are present. CCL rules include requirements for building health and safety, child and personnel health, medication administration, prevention and management of injuries and emergencies, and nutrition, food service and food safety. When an injury is more than a minor scrape or bruise, first aid treatment must be provided by a person certified in first aid. During CCL's next rule

revision process, NH will align these rules with upcoming revisions in Federal requirements and the revised GSSS standards.

The draft revised GSSS standards (Appendix A3) include standards for health and safety policies and practices. The standards in this category require ELD programs to choose and comply with “Stepping Stones to Caring for our Children” standards in addition to the state CCL rules He-C 4002 and federal health and safety regulations.

In the draft revised GSSS standards, ELD programs are required to work with parents to complete developmental screening using the Ages and Stages Questionnaire (ASQ) or ASQ-Social Emotional screening of all children in the program once per year. In higher tiers, programs must assure that results are discussed with families and are used to determine if referrals are needed. At the highest tier, referrals are made and advocacy is provided on behalf of families as needed. Vision, hearing and dental screenings are also required. Nutrition, physical activity, and screen time requirements are built in the higher tiers of the GSSS.

CCL also requires ELD programs to provide each child with developmentally appropriate opportunities and experiences that support: cognitive development; health and safety; communication and literacy; creative expression and aesthetic awareness; approaches to learning; social and emotional development; and physical development. In the draft revised GSSS standards, ELD program curricula must align with NH ELS, which define what children (birth to kindergarten entry) should know and be able to do.

Plans to Strengthen Families – 6.1

Two NH initiatives aimed at supporting families’ capacity to promote their children’s development are MCH Home Visiting (MIECHV), which includes two relevant benchmarks in their work with parents (parent support for children’s learning and development and parent knowledge of child development and of their child’s developmental progress), and the Strengthening Families (SF) initiative. SF is a strengths-based framework of the Center for the Study of Social Policy designed to prevent abuse and neglect by assisting cross sector early childhood, child welfare, and other programs to work with families to build five protective factors: parental resilience; social connections; concrete support in times of need; knowledge of parenting and child development; and social and emotional competence in children. SF is an important part of the draft revised GSSS standards. In order to be rated in the top tiers of the

revised GSSS, ELD programs will need to demonstrate their use of SF program strategies, including strengthening parenting.

NH was one of the first states to adopt the SF framework, launching our initiative in 2005 in a partnership between DHHS/DCYF and the NH Children's Trust. Today approximately 89 professionals have completed the National Alliance of Children's Trust and Prevention Fund online course, *Bringing the Protective Factors Framework to Life*. Although NH is proud of its work to date in this area, support from the RTT-ELC grant is needed to attain the vision of a "critical mass" of ELD programs, including K-3, for which implementing the SF framework is business as usual. Appendix C1 includes Activities, Timelines, and Performance Measures for the Strengthening Families effort.

Sustainability

The results of SF activities are sustainable as follows: 1) SF is included in NH's newly designed GSSS as part of the expectations for high-quality programs; 2) a cadre of credentialed SF trainers will be available statewide to offer training, TA, and consultation to NH's ELD and related programs; 3) SF training, TA, and consultation will be included on an ongoing basis in CCR&R contracts with DCYF; 4) ELD programs that become SF Programs through this grant will continue to receive support to maintain the SF framework in their programs as part of professional development associated with the GSSS; and 5) SF has a strong foundation of support, commitment, and outreach to small targeted groups of ELD professionals in NH with the capability to continue to bring the work forward. The SF Summits will increase awareness of and commitment to the SF framework and build cross-sector knowledge and interest in sustaining the system that builds capacity to strengthen families. By the end of Year 4, awareness and commitment will have increased such that a bi-annual Summit will not be necessary.

(b) Increasing the Number of Early Childhood Educators Who Are Trained and Supported On an Ongoing Basis In Meeting The Health Standards

In the GSSS project 360 center-based and 100 family home-based ELD programs will receive intensive targeted TA to improve quality and to meet the standards in the revised GSSS. In addition to a health and safety conference, the CCR&R programs provide workshops on an array of health and safety topics, including emergency preparedness, asthma care for kids, family child care safety, reducing the risk of SIDS, safety awareness, and managing infectious disease. All child care staff are required by CCL to complete a child care licensing orientation prior to

employment, which includes the importance of a daily safe environment check and characteristics of a safe indoor/outdoor environment for children of all ages. It also addresses how to approach coworkers and child care program administrators when an issue is observed, whether in the environment or regarding staff interactions with children.

5.1 Assistive Technology for Children with Disabilities

Recent research highlights the gaps in the competencies required for teachers when Council for Exceptional Children/ Division for Early Childhood (CEC/DEC) and NAEYC teacher standards are aligned. One of the most glaring gaps shown was in supporting delayed language development with specific competencies in assistive technology (AT) and augmentative communication (Chandler et al., 2012). In addition, research shows that AT has the potential to greatly promote learning, development, and classroom participation of young children with disabilities, and to support their expressive and receptive communication and understanding of social situations and routines (e.g., Campbell, Milbourne, & Wilcox, 2008). In the past three years, tablet technology has been found to support children's motivation and engagement in the learning process (Couse & Chen, 2010).

Despite the benefits of using AT to support young children with disabilities, only a small percentage of children receive AT services (Wilcox, Bacon, & Campbell, 2004). What is encouraging is that teachers who are knowledgeable and skilled in utilizing AT are more willing and able to provide effective services for young children with special needs (e.g., Parette & Stoner, 2008). RTT-ELC grant funds will improve access to AT for NH toddlers and preschoolers with disabilities by supporting their ELD program teachers and families to gain knowledge and skills in this area. Appendix C2 includes activities, timelines, and performance measure for the AT effort, including collaboration with the NH DOE's AIM (Accessible Information and Materials) initiative.

Sustainability

The results of AT activities are sustainable as follows: 1) Child care programs serving children with disabilities receiving child care scholarship receive a differential in their child care scholarship payments; 2) Workshops/mentoring will become an approved training in the DHHS and DOE PD system; 3) Access to other AT workshops, courses, and resources will be available through multiple sources in NH (e.g., ATinNH, ATECH, AT Connects); 4) the AT Blog will be

maintained through an existing website; and 5) All project materials will be available through the DOE's Accessible Instructional Media initiative.

(c) Promoting Healthy Eating Habits, Improving Nutrition, Expanding Physical Activity, and Providing Information and Guidance To Families To Promote Healthy Habits At Home

5.2 Let's Grow! NH

The Let's Grow! NH project began in 2012 with the goal of increasing access to PD and TA for ELD professionals and programs to improve their practice, develop policies, and engage families in activities that support nutrition and physical activities for young children and families. A Leadership Team meets monthly to discuss these elements and their implementation through a cross-sector approach to engagement and sustainability activities. Partnerships in this work include: DHHS (DCYF CDB and Head Start Collab. Office), Child Care Licensing Unit, Special Medical Services, Obesity Prevention); Child Care Aware® of NH; Child Care Licensing Unit (CCLU DHHS); DOE CACFP; Head Start programs and TTA Office; and institutes of higher education.

Let's Grow! NH, while a fairly new initiative, dates back to 2005, when *I am Moving, I am Learning* (IMIL) came to NH via Head Start, and the core Leadership Team was formed. Over the past eight years, the work of the Leadership Team evolved as additional initiatives were added. During the last three years, NH has realized such successes as: 3rd in Nation Ranking for Number of Let's Move! Child Care (LMCC) ELD programs; development of 31 Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) consultants and contractors, resulting in 337 ELD staff trained with nearly 3,367 children being reached; development of 15 IMIL Trainers, resulting in over 850 ELD staff trained and countless ELD programs infusing and implementing IMIL strategies in classroom settings. NH is recognized as a Federal Region 1 Office of Child Care leader in physical activity and nutrition initiatives. This project aims to coordinate multiple initiatives (NAP SACC, LMCC, IMIL, CACFP, and Early Sprouts) and facilitate their integration into NH ELD program policy and practice. Appendix C3 includes activities, timelines and performance measures for the Let's Grow! NH effort.

Sustainability

The results of Let's Grow! NH activities are sustainable as follows: 1) Initiatives outlined in this project (LMCC, NAP SACC, IMIL etc.) are included in NH's draft revised GSSS

standards as part of the expectations for high-quality programs; 2) a cadre of credentialed TA Specialists/Trainers will be available statewide to offer training, TA, and consultation to NH's ELD and related programs; 3) Let's Grow! NH training, TA, and consultation will be developed and implemented with intentionality and purpose with other community and state stakeholder agencies; 4) ELD programs will have increased access to resources, support, and materials necessary to continue to engage in quality nutrition and physical activity practices in their programs; and 5) Let's Grow! NH has a strong foundation of support, engagement, and enthusiasm from professionals across all sectors, with use of established, research based, and sustainable tools and resources, and there is an opportunity to bring this work forward in an intentional, collaborative, and successful way.

5.3 Child and Adult Care Food Program (CACFP)

NH has 183 child care centers, 118 family child care homes and 39 child care sponsoring organizations participating in the CACFP program (NH DOE, 2013). DCYF will continue to market the CACFP to child care programs. Enrollment in CACFP, if applicable, is also a standard in the draft revised GSSS standards. CACFP pays for nutritious meals and snacks for eligible children who are enrolled in child care centers and family child care homes. Young children attending participating family child care homes, child care centers, or Head Start programs can receive up to two meals and a snack daily that meet USDA nutritional standards. The majority of CACFP participants are preschool-aged children. Eligibility is based either on the poverty status of the area or on the income of the enrolled children.

Studies show that children in CACFP receive meals that are nutritionally superior to those served to children in child care settings without CACFP. Children in participating institutions have higher intakes of key nutrients and fewer servings of fats and sweets than children in non-participating care. Research cites participation in CACFP as one of the major factors influencing quality care. CACFP also makes child care and afterschool programs more affordable for low-income parents, who rely on these programs to provide a safe and healthy place for their children. Eighty-seven percent of the family child care homes considered to provide good quality care participate in CACFP (FRAC, 2013). Over the past seven years NH has seen a small but steady increase in CACFP participation. In keeping with the national trend, the number of participating centers has increased and the number of family home-based

programs has decreased. In a 2010 survey of the barriers to CACFP participation for child care providers, the number one barrier cited was lack of CACFP program knowledge (DOE, 2013).

Current initiatives include: sharing the CACFP information with our State Agency partners, child advocacy groups, and hunger agencies; the development of resources and training materials for ELD professionals; and dissemination of marketing materials with funding assistance through the HNH Foundation. All CACFP Sponsoring Organizations have recently attended a train the trainer workshop utilizing not only the most current USDA materials but also resources such as: LMCC, IMIL, MyPlate, 2010 Dietary Guidelines, NAP SACC, WIC, and DPHS Obesity Prevention Program. NH has built a strong foundation of support and outreach to engage ELD programs in utilizing CACFP programs. Appendix C4 includes activities, timelines, and performance measures for the CACFP effort.

Sustainability

The results of CACFP activities are sustainable as follows: 1) CACFP is included in NH's draft revised GSSS as an expectation for high-quality programs; 2) credentialed TA Specialists/Trainers will be available statewide to offer training, TA, and consultation to NH's ELD and related programs; 3) CACFP TA and consultation will be developed and implemented with intentionality and purpose with other community and state stakeholder agencies; 4) ELD programs will have increased access to resources, support, and materials necessary to engage in CACFP; 5) CACFP has a strong foundation of support, commitment, and outreach to targeted groups of ELD professionals in NH with the capability and capacity to continue to increase involvement in the program; and 6) ELD programs become enrolled CACFP programs, increased utilization of TA Specialists and trainings will support best practice related to nutrition and physical activity. Finally, CACFP is housed at the DOE Bureau of Nutrition Program and Services. Staff and administration have a strong commitment to ongoing development of the most up to date research based training materials, offering no cost professional development opportunities to ELD professionals and programs, and the TA necessary to become enrolled CACFP programs and develop into a Sponsorship Organization within a community to support ELD and other programs.

(d) Leveraging Existing Resources to Meet Ambitious Yet Achievable Annual Targets to Increase The Number of Children with High Needs Who—

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

5.4 Watch Me Grow

Watch Me Grow (WMG) is a comprehensive developmental screening and referral system for NH families of children ages birth to six years. Existing state and community resources are combined to form a system that provides all families with access to developmental screening for their young children, information about child development, and referrals to appropriate state and local resources. The WMG system is managed by a DHHS three-member state Management Team (DCYF Head Start Collaboration Office Administrator, Bureau of Developmental Services Part C State Coordinator and Public Health/MCH Early Childhood Projects Coordinator, which includes Home Visiting, Early Childhood Comprehensive Systems, and Project LAUNCH). A state Steering Committee, which is comprised of representatives from public and private state and local agencies, is charged with further developing, implementing, and maintaining the system, with continued oversight by a broad based stakeholder group.

WMG implementation occurs through DCYF contracts with 12 local Family Resource Centers throughout the state. WMG sites (1) serve as regional “hubs” for the WMG system, adhering to system philosophy, guidelines, and quality assurance standards; (2) establish networks of organizations and agencies in their communities providing developmental screening to young children and their families; (3) provide and/or collect data from community partners on screenings in their areas; and (4) submit quarterly progress and data reports to DHHS.

The evidence-based screening tools currently used in the WMG system include the Ages and Stages Questionnaires, 3rd edition (ASQ-3) (Squires, Twombly, Bricker, & Potter, 2009) for children from 1 month to 60 months of age and Ages and Stages Questionnaires: Social Emotional (ASQ: SE) (Squires, Bricker, & Twombly, 2003) for children aged 3 months to 66 months. The ASQ and ASQ: SE were designed to be completed by parents and other caregivers, which adheres to the system’s philosophy of family engagement. Screening results are sent to the child’s primary care physician with permission from parents. When providers assist parents with screening, the screening process is child friendly, occurs in the child’s natural environment when

possible, and is responsive to families' questions and concerns. Referrals are based on a child's needs and family priorities. Information about a child's health and development is included in the screening process whenever possible.

At this time, NH's WMG is a fledgling system, supported by leveraging a patchwork of public and private funds. Over the past two years substantial progress has been made in system development with generous support from the Endowment for Health. Basic state and community infrastructures are in place following a year-long planning/development process based on implementation science (i.e., addressing readiness, active implementation, and planning for sustainability); dedicated community partners are on board; a clear vision and guidelines set direction; and components are being implemented using evidence-based practices. Additionally, a communications logic model (Appendix C5) and materials were drafted to promote public awareness of the importance of developmental screening and the WMG system, the NH Pediatric Society endorsed WMG, and MOUs were developed with NH 211 and the Family Resource Connection at the NH State Library (information and referral clearinghouse that serves as NH's IDEA Part C central directory). WMG sites also made remarkable progress. Through their tremendous efforts and in the face of state budget cuts, screening is underway within all state regions, community partnerships were expanded with others engaged in screening activities, data are being submitted to the state through a recently developed online data system, and the number of screenings conducted increased dramatically. Between June 2010 when the online data base was first established and August 31, 2013, the number of screenings conducted rose from 272 screenings for 232 children (children are screened multiple times) to 2,227 screenings for 1,663 children (Watch Me Grow screening report, 2013, September).

Despite this impressive progress, WMG has a long road ahead to evolve from a system under development to a viable, effective, fully accessible one capable of universal screening and follow up. This project will enable WMG to (1) greatly accelerate the development of the state infrastructure and system coordination; (2) provide much needed support to WMG sites to expand their community partnerships and capacity for screening activities (including following up on referrals); and (3) further align WMG with existing and new state efforts (e.g., Project LAUNCH, SS/HS, Children's Behavioral Health Plan, NH Comprehensive Strategic Plan for Early Childhood, etc.). Appendix C6 includes activities, timelines and performance measures for WMG and the table below includes information on performance measures.

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known)	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016	Target for end of calendar year 2017
Number of Children with High Needs screened	Not available	10% over baseline	15% over baseline	20% over baseline	25% over baseline
Number of Children with High Needs referred for services who received follow-up/treatment	Not available	TBD	TBD	TBD	TBD
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	For a child's first 15 months, NH's well child care rate of six or more visits was 67.4% of children receiving Medicaid and 67.5% for its general population, compared to a national average of 60.2%				
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	Not available				
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p> <p>Currently baseline data are not available on the number of children with high needs who were screened and the number who were referred to services and received follow-up because the WMG system was established as a universal screening system. The system has the capacity to report on subgroups of children when data are coded upon entry. The WMG system will establish a baseline in the first six months of Year 1 after modifying the system to collect data on screenings for children with high needs as defined by the project. Annual benchmarks will then be established based on estimates of prevalence of developmental concerns in children with high needs (e.g., children exposed to trauma, poverty, homelessness, etc.). In addition to the above benchmarks, the project will document the overall number of children</p>					

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known)	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016	Target for end of calendar year 2017
screened, total number of screenings conducted, and results of screening and referral. Results of all systems building and implementation efforts will also be documented. Baseline data on the number of children with high needs who participate in ongoing healthcare as part of a schedule of well child care were from Medicaid data. However, it should be noted that not all children receiving Medicaid are considered high need by NH Medicaid and no benchmarks have been established. Similarly no data or benchmarks are available on the number or percentage of children who are up-to-date in a schedule of well child care. This project will explore strategies to obtain these data and set benchmarks. For example, data on well child visits and follow-up care may be available on children living in poverty from NH's community health centers and from the NHMIECHV program.					

Sustainability

Over the years of system development, WMG state agency leaders, community sites and partners have demonstrated a deep commitment to and passion for developmental screening activities. WMG is included, and will continue to be included, in key federal plans (MCH, Special Medical Services, DCYF CDB, Head Start Collaboration Office, Bureau of Community and Family Services, Part C, Part B/619), as well as state plans (NH's newly developed Comprehensive Strategic Plan for Early Childhood, Children's Behavioral Health Plan) and relevant grant applications (e.g., Project LAUNCH, SS/HS). With RTT-ELC support, WMG looks forward to a stable, effective system at the end of four years.

(2) Referral and follow-up based on screening results

WMG protocols include collecting data regarding follow-up on referrals made in response to the results of development screening. As was stated above, there are no data on developmental screenings for children with high needs. Once it is possible to report on developmental screenings for children with high needs, it will be possible to establish a baseline for follow-up on referrals made as a result of developmental screenings.

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care; and

In 2010, NH's well child care rate of six or more visits in a child's first 15 months was achieved in 67.4% of children receiving Medicaid and 67.5% in the general population,

compared to the national average rate of 60.2%. For children three to six years old, the rate was 73% of children receiving Medicaid and 81.7% for of the general population compared to the national average of 71%. NH has multiple programs that work to increase parents' commitment to on-time well child visits including MIECHV, WIC, Text4Baby, and Watch Me Grow.

(e) Capacity of ELD Programs to Support and Address Social/Emotional Development

5.5 Trauma-Informed Care Training and Support

Trauma-Informed Care (TIC) is a comprehensive approach characterized by four primary elements: 1) prevention; 2) trauma-specific interventions; 3) infusion of knowledge and behavior into all aspects of organizational operation; and 4) identification of agency resources and assets to support the needed organizational cultural shifts to successfully implement trauma informed care (Streit, 2009). According to U.S. DHHS Acting Assistant Secretary George Sheldon, TIC should be an integral part of every early childhood program (Sheldon, 2013). ELD professionals who are competent to provide TIC within their programs/classrooms understand the impact of trauma on young children (birth through grade 3), know the warning signs of exposure to violence and other trauma, and implement successful strategies to support young children and their families exposed to trauma (Safe Start, 2013a & b). In NH plans are underway to train every DCYF Child Protection Worker in the state on TIC. RTT-ELC grant support will enable us to ensure that, in four short years, large numbers of ELD professionals also receive training and consultation and embed TIC in their work. Furthermore, the project will collaborate with a newly funded (SAMHSA) SS/HS project to help establish a seamless system of mental and behavioral health services for children ages birth – grade 12. Appendix C7 includes activities, timelines and performance measures for the TIC effort.

Sustainability

Training/consultation and support on TIC for ELD programs will be sustained as follows:

- 1) The state will have a pool of skilled TIC trainers who will continue to provide training through venues such as CCR&R programs, Preschool Technical Assistance Network (PTAN), DOE professional development activities, and DCYF Title IV-E training dollars (which may be used to train professionals outside of child welfare); and 2) TIC will become an approved training in NH's PD system.

5.6 Cross-System Linkages: Connecting Local Public Schools with Partner Community Early Childhood Programs

This project will create an early childhood Interagency Partnership Team to promote greater coordination, alignment, and resource efficiency across agencies and programs. One outcome of this effort will be breaking down silos between service sectors. A specific effort in this area will be the promotion of local interagency agreements between school districts, child care agencies, Head Start programs, and Family Centered Early Supports and Services (FCESS – IDEA Part C) that feed into those districts. This effort responds to a need identified by districts regarding providing a free appropriate public education in the least restrictive environment for children with disabilities but expands beyond that to support transitions for all children in a given community. In addition, these agreements would address transition into the public school and sharing of assessment information and data relative to Kindergarten Entry Assessments.

Interagency agreements will address the linkages from the ELD programs into public education, with a specific emphasis on high needs children. Head Start grantees and FCESS are already mandated to have agreements with local districts. This project will serve as a vehicle to ensure consistency and quality of those agreements across the state. In addition, agreements will be developed between eight school districts, including three in rural Coös and Grafton counties, and the feeder child care programs over the course of the grant. Priority will be given to districts that have preschool children with disabilities placed by IEP teams in community based settings. Currently there are approximately 30 districts that have preschool children with disabilities placed in local child care settings. When it is effective to do so, agreements will be developed on a regional basis rather than on a program by program basis and may include child care, Head Start, early intervention, and the school district. At the end of the four years, model agreements will be available to inform scale-up of these efforts across the entire state. In addition, this project will develop resources/tools for developing and maintaining agreements.

This project builds on the current Supporting Successful Early Transitions (SSECT) project, funded by Part B/619 dollars and housed at the NH Parent Information Center, which has done tremendous work in supporting agreements between FCESS and local districts. Prior to the State Performance Plan for Special Education established in 2005, the State had little or no data on transitions from early intervention to preschool special education. Anecdotal evidence

indicated that, while there were pockets of success, overall there were significant issues with compliance and quality. Through work at the State and local level across early intervention and special education, in June of 2008 the NH Rules for the Education of Children with Disabilities required a written interagency agreement between the school district and local area agencies. Since that time, compliance around early transitions has improved from 59% to 99%.

After engaging a contractor to oversee the project, project staff will meet with the DOE IDEA Part B/619, Title I staff, Title III staff, and DHHS Child Care, Head Start, and Part C personnel to refine timelines and next steps. During the first year, outreach to national TA Centers will assist the project with researching other models of agreements and any privacy concerns. A stakeholder group including parents, and state and local personnel, will be convened to flesh out key components of agreements (data sharing, assessments, joint professional development, transitions, etc.). During each subsequent year of the project, the stakeholder group will be reconvened to assess the success of the process. After making any necessary adjustments, agreements will be developed with approximately three additional districts and the feeder child care programs, up to 2 Head Start and district agreements, and ongoing support for the FCESS/district agreements. Appendix C8 contains the activities timeline and performance measures for the Cross-System Linkages effort.

Sustainability

This effort will be sustained via the development of resources/tools to allow districts and the partner agencies to maintain the agreements over time. Throughout the life of the project, PD and TA will be provided to participants so that they will have the skills, knowledge, and resources to re-evaluate the agreements over time and make adjustments as necessary. Procedures for annual review and assessment of the fidelity of implementation will be included. Models and resources for other districts and community partners to engage in the development and maintenance of interagency agreements will be developed as part of the project.

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance

the capacity of families to support their children’s education and development and help families build protective factors;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an ongoing basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources, such as home visiting programs, family resource centers, family support networks, and other family-serving agencies and organizations, and through outreach to family, friend, and neighbor caregivers.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in selection criterion (C)(4)(a), submit--
 - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children’s development and learning. A State’s family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development; and
 - Documentation that this progression of standards includes activities that enhance the capacity of families to support their children’s education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State must submit documentation of these data. If the State does not have these data, the State must outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

(C)(4) Engaging and Supporting Families – Project 6

(a) Culturally and Linguistically Appropriate Standards for Family Engagement

While the current GSSS provides Strengthening Families as one of several optional program standards, the draft revised GSSS standards require all participating programs to engage in Strengthening Families training, and programs at the higher tiers of the revised GSSS will be required to engage in the seven program strategies known to build protective factors in families. The Strengthening Families framework requires programs to be culturally competent and linguistically appropriate in order to partner with families in activities that support their children's education and development. Commitment to engaging in the seven program strategies provides early childhood educators with the opportunities needed to help families build protective factors.

(b) 6.1 - Training/Support for Early Childhood Educators To Implement The Family Engagement Strategies In Standards

Our efforts to train early childhood providers in the Strengthening Families framework that emphasizes family engagement (and is included in our Standards) is described above in section (C)(3)(a). Please refer to Appendix C1 for activities, timeline and performance measures related to this effort.

(c) Promoting Family Support and Engagement Statewide

Quality ELD programs are designed to serve and support children in the context of their families, and families in the context of their cultures and communities. In these programs it is also understood that growth and development of young children is best promoted by fully engaging their families in every step of the process, from identifying strengths and needs and developing program policy to evaluating the results of instruction or intervention.

According to the Office of Head Start (OHS, 2011), “When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school” (p. 1). “Family engagement” refers to ongoing, goal-directed relationships between staff and families that are mutual, culturally responsive, and that support what is best for children and families both individually and collectively. It is a construct in which staff and families share responsibility for the learning and development of children and progress toward child and family outcomes. For example, child and family data are used to improve services and staff helps families understand and use child data to support their children’s progress.

6.2 Family Leadership

This project area will achieve two important objectives relative to the coordination, alignment, and expansion of NH’s family engagement and leadership plan. First, it will establish and promote a set of cross sector core competencies for families with an interest in family leadership, including those with children at risk, and second, it will identify and promote cross sector evidence-based family engagement strategies that lead to targeted family outcomes from the Office of Head Start Parent, Family and Community Engagement Framework (PFCEF) (Appendix C9) and the Reframing Family Involvement in Education: Supporting Families to Support Educational Equity (Weiss, Bouffard, Bridglall, & Gordon, 2009). Table NH:C1 presents targeted outcome areas and the projects/activities to promote each outcome area.

Table NH:C1. Summary of NH Family Engagement and Leadership Activities by Outcome Area

Outcome Area	NH Project/Activity
<p>PFCEF: Family Well-Being Parents/families are safe, healthy and have increased financial security.</p>	<ul style="list-style-type: none"> ▪ Strengthening Families initiative (included in GSSS); Expand to K-3 and additional ELD programs; incorporate in GSSS –related training and technical assistance ▪ Trauma Informed Care: Provide training and support for cross-sector professionals serving young children from birth through grade 3 and their families

<p>PFCEF: Positive Parent-Child Relationships</p> <p>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p>	<ul style="list-style-type: none"> ▪ Early Childhood & Family Mental Health (ECFMH) Credential: Expand capacity to serve the early childhood and family mental health needs of young children from birth to five by supporting professionals in early childhood and related field to obtain intermediate and advanced level credentials in NH’s new ECFMH credential ▪ ECFMH Competency System training: Provide training for professionals in high interest/ high need competency areas identified via the ECFMH Self-Assessment tool
<p>PFCEF: Families as Lifelong Educators</p> <p>Parents/families observe, guide, promote, and participate in the everyday learning of their children at home, school and in their communities.</p>	<ul style="list-style-type: none"> ▪ Watch Me Grow: NH’s Developmental Screening, Early Identification, Referral and Information System: Increase the number of young children (birth to age six) participating in screening activities; further develop the state and local infrastructure to ensure continuous quality improvement, use of data to inform services, and system sustainability
<p>PFCEF: Family Engagement in Transitions</p> <p>Parents/families support and advocate for their child’s learning and development as they transition to new learning environments, and preschool to kindergarten through elementary school.</p>	<ul style="list-style-type: none"> ▪ Cross-System Linkages: Connecting Local Public Schools with Partner Community Early Childhood Programs Creates an early childhood Interagency Partnership Team to promote greater coordination, alignment, and resource efficiency across agencies and program; builds on Supporting Successful Early Transitions (SSECT) project, funded by Part B/619 dollars and housed at the NH Parent Information Center. Will collaborate with the DOE’s NH Connections at the Parent Information Center, which supports family engagement with schools for children with disabilities.
<p>PFCEF: Family Connections to Peers and Community</p> <p>Parents/families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p>	<ul style="list-style-type: none"> ▪ Better Together Communities: Actively engages families and other community members with organizations (schools, businesses, local government, faith based organizations, etc.) to address participants’ issues of concern: Expand to nine additional high need communities

<p>PFCEF: Families as Advocates and Leaders Parents/families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.</p>	<p>▪ Family Leadership Core Competencies Certificate Program and Training: Identify/develop core competencies certificate program and training for family advocates/leaders across sectors; train trainers on core competencies; support family leaders/advocates to acquire competencies and utilize knowledge and skills</p>
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Family Leadership Core Competencies and Training

Family leaders and advocates are highly valued contributors in the ELD world in NH. From the Part C Interagency Coordinating Council and Spark NH to the Head Start State Parent Advisory Council and Strengthening Families initiative, family leaders and advocates are in great demand. Despite the variety of leadership and advocacy training opportunities in the state, the number of available family leaders and advocates is insufficient to meet the need, particularly among families of young children, and young children with high needs. Additionally, there is little or no coordination among entities engaged in family leadership and advocacy development, nor is there consistency regarding the skills, knowledge, and competencies to be gained by participants. As more early learning and development leaders and advocates from the Baby Boom generation near retirement, there is also a need to foster leadership and advocacy skills among parents of young children who also work in the field. Finally, there is no centralized source of information on leadership and advocacy opportunities in NH for family members who have participated in leadership training. Support from the ELC-RTT grant will enable NH to address all of these issues. Appendix C10 includes activities, timelines, and performance measures for the Family Leadership effort.

Sustainability

The Family Leadership and Advocacy Core Competency Certificate Program will become an integral part of NH’s PD System. MOUs among participating agencies and organizations and linkages to key ELD-related state and local leadership (e.g., councils, professional associations, family organizations, policy makers, etc.) will help ensure that certificate holders have multiple opportunities to engage in leadership activities.

6.3 Better Together Communities: Engaging Families in Community Collaboration and a Collective Impact Process

Better Together Communities began as a grassroots effort to rekindle the spirit of neighborhood and community in NH's Lakes Region. It is a project of the Lakes Region United Way in collaboration with community partners. Better Together Communities provides an “open space” forum for citizens who live and work in the community to come together to share their aspirations and get involved in efforts that make a difference in the community. A Steering Committee and action teams meet monthly to carry out the goals identified by participants. Appendix C11 shows a Better Together Communities “mind map” created by the Better Together Lakes Region Steering Committee.

One example of an extraordinary Better Together Communities initiative was the GOT LUNCH! Inter-Lakes program. Originally started by two members of the community, the program recently delivered 6,155 lunches during summer recess to children in families throughout the townships that make up the Inter-Lake School district. Funds to purchase nutritious foods were acquired through the generosity of the local business community, faith and civic based organizations, and individual sponsorships, and delivered by volunteers to children in families “in need of a helping hand.”

Once Better Together Communities experience successful collaborations to achieve their targeted goals and demonstrate readiness to pursue immersion in Collective Impact processes, they are invited to attend a communities learning institute. Collective Impact is considered a “new way of conducting business” in which cross-cutting coalitions convene to resolve complex social issues by “thoroughly understanding and implementing five conditions: those engaged in the change process formulate a common agenda, establish systems of shared measurement, engage in mutually reinforcing activities, practice continuing communication strategies, and are supported by what they refer to as backbone support organizations – those which require a dedicated staff separate from the participating organizations who perform roles as project manager, data manager and facilitator” (Robichaud, 2012).

Support from the RTT-ELC grant will greatly accelerate the capacity to expand Better Together Communities to nine additional NH communities, with an emphasis on issues of concern and interest to families of young children (birth through grade 3), their communities, and

the organizations/agencies providing services to them. Appendix C12 includes activities, timelines and performance measures for the Better Together Communities project.

Sustainability

The Better Together Communities process will continue in participating communities under the leadership of community team champions and for as long as community members opt to get involved. It is anticipated that collaborations forged through the process will continue and perhaps lead to additional joint goals.

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components

reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in selection criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in the Program Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

Section D: A Great Early Childhood Workforce – Project 7

(D)(1) Developing a Workforce Knowledge and Competency Framework and a Progression of Credentials

(a) Develop a Workforce Knowledge and Competency Framework

NH has a workforce knowledge and competency framework (WKCF) for early learning and development professionals (Appendix D1). It is evidence-based and was developed with the participation of early childhood education faculty and a variety of other early learning and development professionals participating in the Early Childhood Education Faculty Roundtable (The Roundtable). It includes the elements set forth in the WKCF definition in Section III of the application. Please see the comparison table in Appendix D2 for documentation of how NH's WKCF addresses the elements outlined in the definition in "Program Definitions- Section III" of this application.

The core knowledge areas in the NH framework are: developing as a professional; building family and community relationships; teaching and learning; promoting child growth and development; and observing, documenting and assessing. Each topic has competencies at four levels of professional development: foundational – for professionals working in the field less than three years and for those who do not have an associate's degree; intermediate – for professionals working in the field for three or more years and have at least an associate's degree; advanced – for professionals who have administrative roles; and specialized – for master

professionals who provide consultation and technical assistance to early learning and development programs.

There are three WKCF documents: infant/toddler, preschool, and early childhood. The early childhood core knowledge and competencies consist of developing as a professional and building family and community relationships. These competencies are applicable to all professionals working with or on behalf of children birth to kindergarten entry. The infant/toddler and the preschool core knowledge and competencies each consist of: teaching and learning; promoting child growth and development; and observing, documenting, and assessing.

The early childhood education WKCF for early learning and development professionals is aligned with DOE competencies for Early Childhood Education Teacher Certification and Early Childhood Special Education Teacher Certification. The Early Childhood Education Teacher Certification was last revised in 2012 by an inclusive group of professionals including school district staff, higher education faculty, and DOE staff. The vast majority of DOE certified early childhood education teachers work in the public schools in kindergarten through third grade. Competencies in teaching and learning in the WKCF align with the early childhood education certification competencies. From infancy through preschool, teachers are expected to provide young children developmentally appropriate instruction in early literacy and math that leads to children being prepared to read and perform in math at grade level as they go through the first years of elementary school. In addition to the early childhood education professional competencies, NH also has early intervention competencies and early childhood and family mental health competencies. The following initiatives will enhance NH's early childhood workforce to meet the needs of young children and their families

7.1 Workforce Knowledge and Competency Framework Alignment with Higher Education Programs

New Hampshire's high-quality plan to develop a common, statewide WKCF is outlined in the plan developed by the Spark NH Workforce and Professional Development Committee (WPDC) as part of the NH Comprehensive Strategic Plan for Early Childhood (see excerpt in Appendix A2). The WPDC is comprised of professionals from institutions of higher education, early learning and development programs, DOE, DHHS, and professional development organizations. The plan calls for the WPDC and The Roundtable to establish a common set of core competencies for all early childhood professionals by first cross-walking the existing

competency documents and then drafting core competencies that are common for all early childhood disciplines across sectors. An important step in the process is meeting with specific certifying boards and other leaders to solicit feedback so that the common competency framework meets the needs of the specific disciplines. Once the core common competencies are drafted, the WPDC will work with certifying boards, DOE and DHHS staff, and institutions of higher education including The Roundtable to adopt the WKCF. Once adopted, the higher education programs will align their coursework with the WKCF.

Sustainability

Sustainability will result from the ongoing work of The Roundtable and the WPDC to embed the WKCF in all pre-service and in-service professional development opportunities. See the activities timeline plus the performance measures in Appendix D3.

7.2: Increase the Number and Quality of Field Experiences

There is great variability across NH's institutions of higher education with regard to their requirements for student teaching or practical experiences. Identifying high-quality cooperating teachers and practicum/student teaching sites serving children birth to kindergarten entry is challenging for most of the degree programs (Kipnis, Austin, Sakai, Whitebrook, & Ryan, 2013). We will work through The Roundtable to develop a strategic plan to (a) support programs to use the GSSS ratings as a starting point to identify high-quality field experience sites within their region, and (b) develop a guidance document for use by all institutes of higher education that describes the characteristics of high-quality field experience sites and cooperating teachers.

Sustainability

Sustainability will be achieved as faculty use the guidance document and more early learning and development programs move up into higher GSSS tiers. There will be more high-quality sites available for field placements and graduates will achieve higher standards of professional competence. See the activities timeline plus the performance measures in Appendix D4.

7.3 Early Childhood and Family Mental Health Core Competency & Credentialing

The infant/toddler and early childhood WKCF has been cross-walked with the early childhood and family mental health competencies to determine what work needs to be done to align the early learning and development Early Childhood Professional Credentials and the new Early Childhood and Family Mental Health Credential. Both core knowledge and competencies

cross-walked almost perfectly in the areas of: developing as a professional; building family and community relationships; promoting child growth and development; and observing, documenting and assessing. The two core knowledge areas that did not align were the infant/toddler teaching and learning area and the early childhood and family therapy area. The Early Childhood and Family Mental Health Credential (ECFMH) is being launched in October 2013 and is co-administered between the DCYF and the NH Association for Infant Mental Health (NHAIMH).

This project will increase the state's capacity to serve young children and their families in the area of early childhood and family mental health by expanding the qualified workforce. Over the next year, with support from the Endowment for Health and in partnership with the newly funded Safe Schools, Healthy Students (SS/HS) grant project from the National Center for Mental Health Promotion and School Violence, 15 professionals in NH are expected to receive their ECFMH credential. Funding from this grant will vastly increase this number, supporting an additional 72 professionals in high-need/underserved areas to receive their credential, 36 at the intermediate level and 36 at the advanced level, and greatly improving access to early childhood mental health supports and services for NH families of young children.

Sustainability

Sustainability will result from the ongoing partnership between DCYF and NHAIMH to administer this credential program. Future ECFMH credential candidates may receive support from professionals holding an advanced ECFMH credential who provide the needed mentoring/coaching as part of the requirement to maintain their advanced credential. Training/consultation on ECFMH competency areas will be available through multiple sources. See the activities timeline plus the performance measures in Appendix D5.

(b) Statewide Progression of Credentials and Degrees

NH has a statewide progression of credentials and degrees for early learning and development professionals aligned to the WKCF. The WKCF informs the entire NH Early Childhood Professional Development System, which includes guidance around approved early childhood education coursework at NH's accredited institutions of higher education, a career lattice of degrees and credentials, and guidelines for advancing in the profession through ongoing PD activities. The Appendix A6 guidance document was originally developed in 1999 and first revised in 2008. The latest revision in 2013, designed in part to reflect greater alignment with Child Care Licensing, was led by the Early Childhood Credential Revision Task Force, and

comprised a variety of stakeholder groups. Early drafts were shared with the broader early childhood community and their feedback was incorporated into the final product.

The early childhood professional credentials provide a clear lattice with attainable steps for early childhood education professionals to attain greater qualifications and higher level positions. In addition to the teacher, master teacher, and administrator credentials for professionals working in early learning and development programs, the credential system includes the master professional credential. The master professional credential has five endorsements that define the qualifications needed for the following professionals: workshop trainers, higher education faculty, program consultants, individual mentors, and allied professionals. The allied professional endorsement is an important addition to the credential system as it provides a place in the world of early learning and development programs for professionals with expertise outside of early childhood education to share that expertise with early learning and development programs and early childhood educators. In addition to the discipline-specific qualifications, a professional needs to have experience working directly with, or on behalf of, young children to be eligible for the credential. Professionals from social work, physical therapy, and nursing, among many other disciplines, hold the allied professional endorsement. This credential allows the Division for Children, Youth and Families, training organizations and early learning and development programs to have confidence in the qualifications of these professionals when they provide training or consultation. This credential system will be aligned with the DOE early childhood education teacher and early childhood special education teacher certifications to create a common, statewide progression of credentials and degrees.

(c) Aligning Professional Development with Framework

New Hampshire's high-quality plan to engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's WKCF is outlined in the plan developed by the Spark NH WPDC as part of the NH Comprehensive Strategic Plan for Early Childhood. By using "Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems (NAEYC)" (Lemoine, 2008) the WPDC, working with The Roundtable, will develop essential policies related to professional development. The state policy areas are professional standards, financing, articulation, advisory structure, data, and career pathways. Alignment of pre-service and in-

service professional development with the WKCF will be a foundational policy in the professional standards policy area. Completion of the policy blueprint will prepare the WPDC to convene members of the early childhood professional development system to use the WKCF to align/coordinate cross-sector professional development opportunities that allow for shared experiences and promote practitioner teaming across sectors.

7.4 Alignment of Professional Development Opportunities with WKCF and Provide Capacity Building Professional Development

As described above The Roundtable will formally adopt the WKCF and conduct a systematic study of alignment between the framework and coursework and other program requirements and revise courses to achieve greater alignment with the framework. The Roundtable and the WPDC will work together to develop and conduct an annual needs assessment to determine what topics in the WKCF are needed in order to advance members of the current workforce to higher levels within the career lattice and to improve outcomes for children. For example, it is vital that professional development regarding instruction in early literacy and math be available to teachers of infants, toddlers, preschoolers, and early elementary school children.

As each year's professional development menu of offerings is developed during the grant period we will pay close attention to the accessibility of those offerings to professionals in every part of the state, including our most rural areas, and assure an adequate focus on topics related to children with high need. For example, a critical training need is on how best to support young children with identified disabilities who are ELL. We will coordinate with DOE's Title III and preschool special education coordinators to develop training that meets the needs of professionals working with these young children.

Sustainability

The sustainability of this effort will be coordinated by the WPDC and The Roundtable. Members of both groups will work together to align trainings with the WKCF and meet training needs. See the activities timeline plus the performance measures in Appendix D6.

7.5 Expand Functionality of Web PORTAL and NH Network

As part of NH's efforts to sustain and support the early childhood workforce, Spark NH has created a PORTAL (Professional Opportunities, Resources, Trainings and Links) for its website that allows early childhood professionals to access job and professional development

opportunities. The database is designed for those who have early childhood employment and professional development opportunities available to be able to post these opportunities in one place. The PORTAL is the early learning and development professional hub for professional development opportunities in the way that the NH Network is for school professionals working in kindergarten through grade 12. DHHS and DOE are exploring ways in which collaboration between these systems can benefit professionals working with children birth through grade 3.

The PORTAL is a free resource open to all individuals and organizations working in the early childhood field in NH, but will only be effective if these professionals are educated on its purpose and how to use it. This grant will allow Spark NH to hire a contractor to communicate with agencies representing and providing support for early childhood professionals as well as with employers, institutions of higher education, and other organizations that provide professional development opportunities.

This grant will also allow the NH early childhood community to explore, design, and implement together an expansion of either the PORTAL, DOE's NH Network, or another designated online platform as a unique eLearning Time Bank for the early childhood workforce. We envision an online platform designed specifically for early childhood professionals to both give and get top-notch coaching, mentoring, and technical assistance – a site that is populated with both public and private sector experts whose specific expertise can be easily searched. As in a community time bank, credit is earned when expertise is given that can be then used by the individual or donated to another professional in his or her program or donated back into the time bank for others to use. An easily-searchable eLearning platform that brings live coaching, mentoring, and technical assistance right to early childhood professionals – from the professionals – will be a first for our state. The Entrepreneurs Foundation of NH has expressed interest in working with the early childhood community to create this new design. This new expansion promises to not only build community and increase technical assistance opportunities for the early childhood workforce, but also enable the many professionals in our rural state who have difficulty leaving their workplace to benefit from the vast array of untapped expertise that exists within NH.

Sustainability

During the 4 years of this grant, funds will also be used to support the promotion of the PORTAL. After the end of the grant, this base of knowledge will have been built and minimal

ongoing effort will be needed to maintain it. Post grant, we will use volunteer time through the WPDC to maintain the site and provide occasional technical assistance on its use as necessary. See the activities timeline plus the performance measures in Appendix D7.

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children’s learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of the school year ending during the fourth year of the grant to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant (e.g., with funds available under section 6111 or 6112 of ESEA).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality

of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (E)(1):

- Any supporting evidence the State believes will be helpful to peer reviewers.

E. Measuring Outcomes and Progress

(E)(1) Understanding the Status of Children's Learning and Development at Kindergarten Entry – Project 8

New Hampshire does not currently have a common statewide Kindergarten Entry Assessment. The goal of this project is to develop a statewide system for assessing NH children's readiness for kindergarten entry. This project will focus on the identification and recommendation of valid and reliable assessment tools that are aligned with the NH Kindergarten Readiness Indicators. A major component of this project will be to provide technical assistance and professional development to kindergarten teachers in a program that aligns with the FirstSchool principles as detailed in Priority 4 regarding the use of the tools, including inter-rater reliability, observation, and use of data to inform instruction. In addition, DOE will explore the viability of connecting the preschool special education exit data to the K-12 system.

Effective with the 2010-2011 school year, every public school district in NH was required to offer a minimum of a half-day kindergarten program. Each community decides if it will offer a full-day or half-day program. The state adequacy formula for funding kindergarten states that no kindergarten pupil shall count as more than ½ day attendance per calendar year (RSA 198:38 I.) Therefore, regardless of the local decision to offer a full or half-day program, the State pays for half-day. In 2011-2012, approximately 66 districts offered at least one full-day kindergarten program in their district.

The NH Kindergarten Readiness Indicators were developed to provide educators, families, and communities with a common understanding and standard for ensuring that young

children are on the path to school success. As required by the Head Start Act of 2007, these indicators were selected to align Head Start standards, curricula, and assessment with those of DOE and public schools. NH's revised Early Learning Standards are aligned with these readiness indicators.

The DOE will develop a Request for Proposals to identify potential assessment system(s) to be recommended for district use. The assessment system(s) selected must be valid and reliable and crosswalk with the NH Kindergarten Readiness Indicators. In addition to measuring entry status, the system must be able to assess ongoing progress and provide substantive information at the child, program and school/district level. Preferably, the assessment system will have a comprehensive online presence and be able to generate reports and data to inform practice and drive improvements. The tools within the system must be culturally sensitive and be able to assess accurately the status of children with significant disabilities. The contracted vendor will be required to provide professional development and technical assistance as detailed in the next section.

As detailed in Priority 4, 20 schools will be identified in each of the four years of this project to receive intensive professional development for kindergarten teachers regarding assessment of kindergarten readiness and how to use that information to promote children's social and academic success. District and school policies and procedures will be reviewed to ensure long-term support for assessments within the classrooms. The project will work with superintendents to ensure that the Master Professional Development Plans for the districts support ongoing professional development regarding assessment and the use of data to inform instruction.

The two tools authorized by DOE for assessment of progress for preschool children with disabilities (*AEPSi* from Brookes Publishing and *Teaching Strategies GOLD*® from Teaching Strategies) are both aligned with the Common Core State Standards (CCCS) and have the capacity to report on the Kindergarten Readiness Indicators. These tools are research-based and vetted nationally as valid and reliable formative assessments. Local preschool special educators are currently collecting valuable data on progress made by children with disabilities; however, there is no process to connect those data to the larger statewide data system or to the K-12 system. The DOE will explore the feasibility of the utilization of these tools to assess kindergarten readiness for children with disabilities.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making and to share with parents and other community stakeholders; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (E)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(E)(2) Building or Enhancing an Early Learning Data System to Improve Instruction, Practices, Services, and Policies – Project 9

New Hampshire's early childhood data system currently is unable to effectively integrate data across early childhood programs and services. To remedy this deficiency, this project seeks to work toward building an integrated cross-sector longitudinal data system for NH's early childhood education and development programs to improve quality of programs and services and ensure better outcomes for young children and their families.

Building on NH's Past Data Systems Work

Though the current data system is not as advanced as NH would like it to be, significant groundwork has been laid to prepare for an integrated longitudinal early childhood data system. DHHS is currently building the capacity to integrate data across its many programs. To date four databases have been included, and of those, three are early childhood-related: Division of Vital Records (birth certificate data), New HEIGHTS (TANF and SNAP), and Bridges (child protection and child care scholarship data). This grant will work toward enabling the further enhancement of this system.

In 2009, with support from DOE and DHHS, legislation was passed to allow the extension of the State Assigned Student Identifier (SASID), used in the DOE's K-12 longitudinal data system, to early education to support longitudinal data beginning before kindergarten entry (RSA 193-E:3). The Legislation also calls for reporting of student level, early childhood data to DOE. To date, the state has made great strides in the development of a blueprint to accomplish this task, and RTT-ELC funds will provide the additional support toward the ability to implement the work outlined in the blueprint.

Additionally, the Spark NH Early Childhood Data Systems Committee, a diverse, cross sector group that has focused on using early childhood data to gauge the needs of young children and families in NH and to improve early childhood programs, and child and family outcomes, has been working to identify specific questions and indicators to guide informed early childhood decision-making. This grant will provide the opportunity to build on and further the committee's work to partner with State agencies on the design of the integrated system and provide a roadmap for system design and use.

New Hampshire will build on its history of strong collaboration across early childhood sectors, services, and programs, to make an effort to ensure that the currently siloed data systems

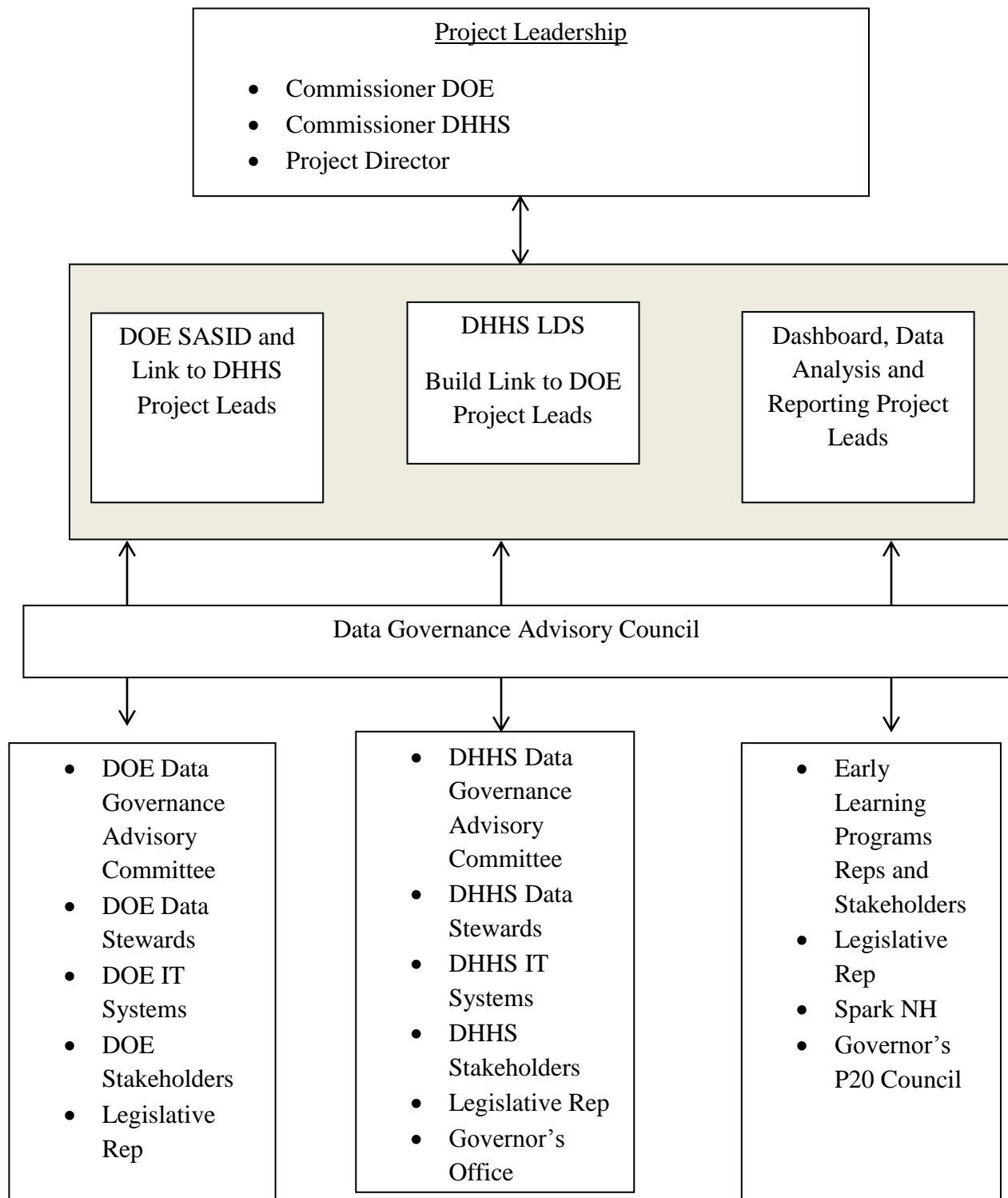
located at DHHS (all the programs and services for children under age 5 except for preschool special education) are better able to connect to each other and provide data to be included in the longitudinal data system at the DOE (K-20 and Preschool Special Education).

Further, Spark NH commissioned detailed recommendations on how to integrate early childhood data systems, both within DHHS and with DOE. ESP Solutions Group interviewed representatives of NH's early childhood-related programs and services (including those for expectant parents and children from birth through grade 3 and their families) at both DHHS and DOE, about policy and technical aspects of the data currently collected, and whether and how it could connect with other systems. ESP studied state and federal law and policy and identified barriers and capacitors to creating an integrated longitudinal early childhood data system. They created a detailed blueprint which will be a guide for this project.

Data Systems Project Leadership

New Hampshire will establish a Data Governance Advisory Committee (DGAC). This group will draw on the collaborative early childhood work done in the state for many years. The DGAC will include representatives from DOE, DHHS, the Governor's office, the Spark NH Data Committee, providers of early childhood programs and services, educators, families, policymakers and other key stakeholders. The DGAC will advise on issues of data governance, policy and legislative barriers, privacy and appropriate use of data. They will establish and monitor the project mission and vision and the project goals and success measures. A smaller Data Governance Steering Committee (DGSC) will be convened, which will include the Data Project Director, Data Project Manager, representatives of DOE and DHHS (including IT and representatives of EC programs and services). The Data Project Director will be responsible for direct oversight of the project including project management, hiring project consultants, working towards the development of the longitudinal data system, and budgeting. Members of the Steering Committee will be responsible for ongoing project review, budget approvals, issues resolution and monitoring of project timelines. This data governance process will provide a framework for how DHHS and DOE will work together to communicate information-related processes across their respective organizations.

See Appendix E1 for timeline of project activities and performance measures.



Development of the Longitudinal Data System

The following issues will be addressed as a part of our effort to create a data system for the purpose of aggregated data analysis:

- Unique statewide child identifier
- Unique statewide early childhood educator identifier
- Unique program/worksites identifier
- Early childhood educator demographic information
- Child and family demographic information
- Collection of data on program structure, quality, and GSSS data
- Collection of child level program participation and attendance data

Create a Data Dictionary and a Data Map

With the assistance of a consultant, the Data Project Director will conduct an inventory of data elements available from DHHS program data systems (systems for prenatal parents and children from birth to kindergarten entry). This process will define the early childhood data dictionary and map each data set to an authoritative data source. For example, the authoritative data source for child name, date of birth, gender, race, and town of birth (information required for later DOE SASID assignment) could be birth certificate data. Authoritative data for individual programs such as Family Centered Early Supports and Services (early intervention) would be in the NH Leads database.

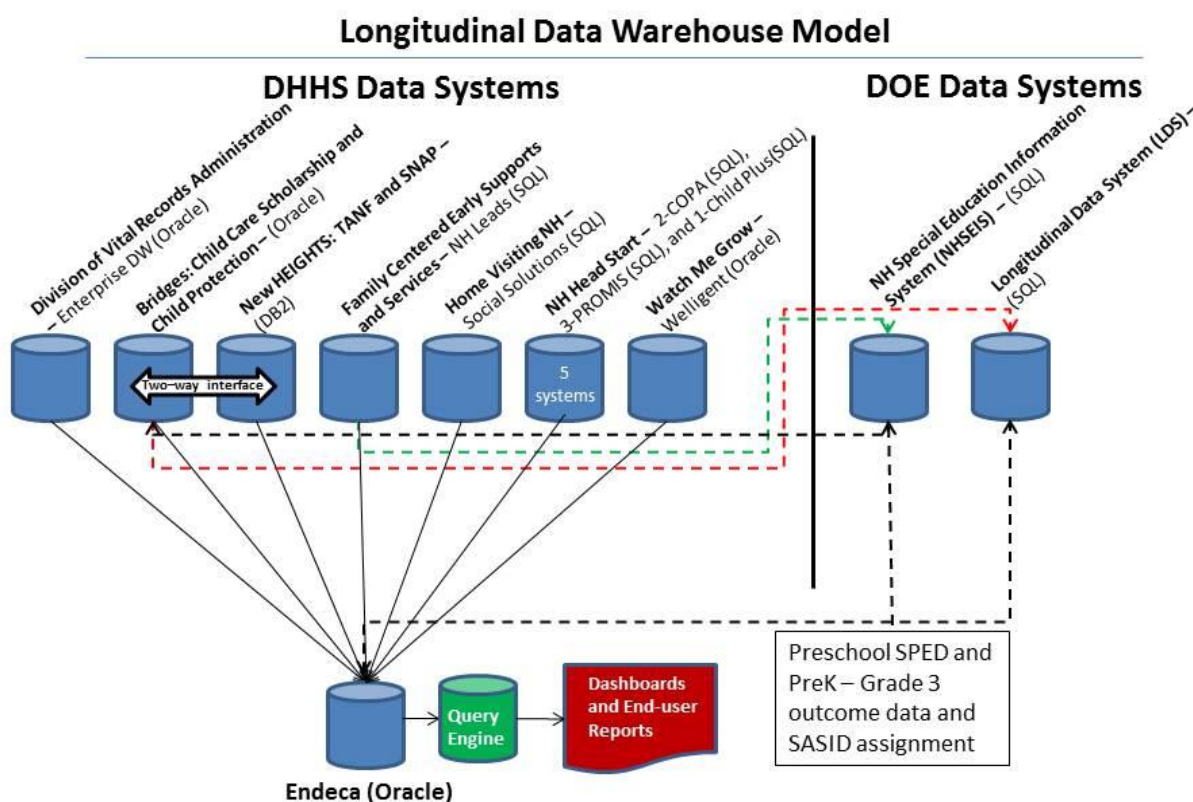
Privacy

The ultimate goal of the Early Childhood Data System would be to provide program operation and service delivery aggregate data for quality improvement and outcome reporting. The system is not intended and will not be used to track or report on individual families and/or children. Data system enabling policies shall require adherence to all HIPAA and FERPA legislation and regulations and meet and exceed all existing DHHS and DOE privacy disclosure procedures currently in place or established in the future.

Implement a Relational Data Warehouse

There are two major components to this project. With grant funds, the state will explore options to either build on the existing systems or build a new data warehouse at DHHS to better connect early childhood systems there. DHHS will then investigate and make efforts toward

building an integrated P20 system that will connect the early childhood data system with K-12 data and postsecondary data. It is our hope that a data warehouse system would provide the capability of cross sector and longitudinal analysis and report generation with DHHS service and DOE student outcome data (See Figure below). Our intention is for data from DHHS to be able to be linked to data at DOE using the State Assigned Student ID. NH will explore locating the Early Childhood Longitudinal Data System hardware in the DHHS data center. The proposed system's multiple data sources for children aged birth to 5 are DHHS programs and services (except preschool special education at DOE). Further, many of the key functions of the system



would be to inform and improve DHHS programs and services, and improve their ability to meet federal and state reporting requirements.

Create and Implement a Communications Strategy

It is important that all stakeholders in the early childhood data system – those about whom data are collected, those who collect data, those who use the data, as well as the general

public – understand the goal of the early childhood data project and how it could benefit them. The ultimate goal is to be able to conduct aggregated longitudinal data analysis to improve program quality and child and family outcomes. As noted earlier, the system is neither intended nor will it be used to track or report on individual families and/or children. The project will make this very clear so that all stakeholders, including families of young children, understand the goals and how the system could benefit them.

Sustainability

During the four years of grant funding, we will make strides toward systems being designed, built, and implemented. DOE and DHHS staff would be trained on how to use it. Providers of ELD programs and services, as well as families and the general public, would understand the functioning of the system and its value to them. At the grant's end, we will have made progress toward developing the system and will have moved toward creation and implementation; and the agencies' and organizations' capacities to use the data to drive quality improvement and child outcomes. We envision many benefits to the state in terms of program and budgetary accountability, as well as the improvement of child and family outcomes. License fees and maintenance are an ongoing part of any data system. These exact costs are as yet undetermined, as the structure of the project has not yet been fully defined. Part of the work of data governance will be to determine these costs and design a sustainable system for NH.

VII. COMPETITION PRIORITIES

Note about Absolute Priorities: Absolute priorities describe items that a State must address in order to receive a grant.

Priority 1: Absolute Priority -- Promoting School Readiness for Children with High Needs.

To meet this priority, the State's application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State's application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority.

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or "competitive preference" points.

Priority 2: Competitive Preference Priority -- Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will meet this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30th of the fourth year of the grant--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number

of children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 2: Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System: GSSS

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities

The NH Child Care Licensing Administrative Rules will expire by 2016 and must be revised. A broad group of stakeholders will work to examine the most efficacious ways to improve health and safety standards for providers. They will do so by collaborating and working within regulatory frameworks. Changes could include requiring or incentivizing some currently-exempted providers to become licensed and performing more on-site annual inspections, the most effective way to keep children safe and to prevent grievous or fatal injuries.

These efforts are expected to take three and a half years.

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate

As described in Section B, NH has achieved and will continue to have 100% participation in the GSSS. What is needed now are more early learning and development programs at higher quality levels and more children with high needs in early learning and development programs that are designated in the higher levels, 3-5 stars.

GSSS Project Goals, Timelines, and Performance Measures

The proposed goals of the Race to the Top-Early Learning Challenge GSSS project are to strive to increase:

- The percent of licensed early learning and development programs, including Child Care Licensed center-based programs participating in the GSSS and rated at one of the higher levels from 18% to 51%;
- The percent of Head Start programs participating in the GSSS and rated at one of the higher levels from 40% to 100%;
- The percent of Child Care Licensed family home-based programs participating in the GSSS and rated at one of the higher levels from 4% to 20%;
- The percent of children receiving child care scholarships enrolled in a high-quality program from 43% to 75%. This translates to 360 of the approximately 700 licensed child care center programs, and 3,570 of the 4,760 children birth to kindergarten entry receiving child care scholarships in licensed early learning and development programs in NH; and
- The number of children with high needs enrolled in high-quality early learning and development programs by identifying how many and where all children with high needs are through conducting a gap analysis, and increasing families' awareness of how to access high-quality early learning and development programs through child care scholarships.

In order to understand the need regarding some children birth to kindergarten entry with high needs, for example children who are homeless, refugees, and/or learning English, a gap analysis is needed. The results of the gap analysis, to be conducted by an external research firm, will allow us to target these groups of children with high needs to support them to enroll in high-quality early learning and development programs. The gap analysis will identify where the children with the highest need live in the state. NH will use community resources for specific groups of children, such as the International Institute of NH, which works closely with a refugee population in Manchester, NH's largest city. Community and state benefit programs are resources for working directly with parents regarding choosing early learning and development

programs. For example, the Child Care Resource and Referral agencies attend all Temporary Assistance to Needy Families employment program orientations and work individually with parents attending the orientation. The Child Care Resource and Referral staff members provide information regarding child care scholarship and choosing high-quality early learning and development programs. The gap analysis will reveal where NH can target supports such as Child Care Resources and Referral staff to meet the needs of families and children who are homeless, refugees, and/or English language learners.

The revised tiered quality incentive awards, based on the number of children receiving child care scholarships served by programs, recognize early learning and development programs as they increase their quality. New Hampshire will strive to achieve an incentive system that has multiple steps. Steps include, at level 2 a 5% quality incentive award, at level 3 a 10% award, at level 4 a 12% award, and at level 5 a 15% award.

The GSSS efforts of the grant will be carried out through a contract overseen by a GSSS project manager, who will be a contractor overseen by the Department of Education. During the first year of the grant, the GSSS project manager will complete the GSSS revision with consultation from a national tiered quality rating and improvement system expert. In addition to completing the plan for the revised GSSS, including standards, supports to programs to improve quality, financial incentives and supports, quality assurance and monitoring, and outreach and consumer education, the project manager will be responsible for using an Implementation Science approach to assessing and creating a plan to address fit and feasibility, and readiness for change. Fit and feasibility studies are assessments of how plans for implementation fit with the current priorities, interventions, community values and organizational structures, as well as how feasible implementing the intervention is within the reality of the current environment. Readiness for change is the developmental point at which the person, organization or system has both the capacity and willingness to actively engage in the intervention. A readiness for change assessment uses a combination of methods such as survey and interview formats to determine how ready the recipients of the change are to implement the required steps to achieve the stated goals. The project manager will use the information collected through these assessments to fine-tune GSSS implementation plans.

A contractor will conduct a gap analysis to collect and analyze data regarding specific groups of children with high needs including children birth to kindergarten entry who are

homeless, refugees and children learning English. The analysis will provide information regarding the number of children and families, where they live, and what early learning and development programs are available to them.

The project manager will partner with DCYF and the NH Department of Information Technology (DOIT) to begin work on the GSSS data system. One state, Georgia, used federal funding to develop their GSSS data base and they have publically stated that they will share the specifics of their database with any other State.

Toward the end of year one, the project manager will recruit and train 15 technical assistance contractors and will begin recruiting child care centers to participate in the first cohort. Incentives will include receiving the Ages and Stages Questionnaire kit, a developmental screening tool, and \$2,000 for centers that complete the cohort goal of achieving all of the standards in the revised level Licensed-Plus by the end of year two.

During year two, approximately 180 licensed child care centers will participate in the first of two cohorts. These programs will be recruited from the Licensed-Plus, middle level of the current GSSS, and from those early learning and development programs caring for the largest number of children receiving child care scholarships. In this cohort model, there will be 10 regions, 5 of which will have 2 technical assistance contractors and 5 regions (that include our most rural counties) will have 1 contractor. Each technical assistance contractor will work with approximately 12 child care centers, meeting together as a group one day per month and each child care center having at least one full day of onsite technical assistance per month. The goal of the technical assistance is to strive toward assuring that at the end of the year, each program has completed all of the standards at the revised Licensed-Plus level and that they are ready to have the proposed onsite rating of the program to determine if they meet the standards for one of the higher levels, 3 to 5 stars. Teachers in the cohort programs will be encouraged to enroll in college early childhood education courses with tuition scholarships and a \$500 stipend upon successful completion.

Given the capacity to conduct onsite evaluations for higher tier designations toward the end of the second year, the project manager would recruit and train 5 early learning and development program evaluation contractors to assess the quality of early learning and development programs. These contractors would conduct onsite evaluations including an ECERS/ITERS and a CLASS during years three and four. The project manager will recruit the

second cohort of 180 early learning and development programs drawn from child care centers that serve children receiving child care subsidy, children receiving services from Part C or Part B/619, children who are English language learners including the refugee population and, with special emphasis, from rural areas. In addition, the project manager will assure that a complete cross-walk of the GSSS standards is completed with Head Start, NAEYC accreditation, and public schools directly serving young children through Part B/619.

During year three, the proposed evaluation contractors would conduct onsite evaluations of the first cohort to assign a level in the GSSS. Early learning and development programs that are ready to receive high scores in the onsite evaluation would be evaluated earlier in the year, allowing programs that need more time to improve their environment or teacher-child interaction to be evaluated later in the year. In addition, Head Start centers, early learning and development programs that are already accredited through the NAEYC, and early learning and development programs directly serving young children through Part B/619 would be invited to participate in onsite evaluations based on the cross-walk. The technical assistance contractors will work with the second cohort. The second cohort will receive incentives including access to the Ages and Stages Questionnaire kit, a developmental screening tool, at the beginning of the year and \$2,000 for centers that complete the cohort goal of achieving all of the standards in the revised Licensed-Plus level by the end of year three. The year three goal of the technical assistance, as in year 2, is to strive toward assuring that at the end of the year, each program has completed all of the standards at revised Licensed-Plus level and that each is ready, as capacity allows, to have an onsite rating of the program to determine if it meets the standards for one of the higher levels, 3 to 5 stars. Teachers in the cohort will be encouraged to enroll in college early childhood education courses with tuition scholarships and a \$500 stipend upon successful completion. In addition, the project manager will begin working with the public relations contractor regarding marketing the GSSS.

In year 4, the proposed evaluation contractors would conduct onsite evaluations of the second cohort to assign a level in the GSSS. Child care center-based programs not included in the cohorts or in the program types mentioned above would be invited to participate in an onsite evaluation. All programs interested in having an onsite evaluation that haven't participated in the cohorts would submit verification of completion all of the standards in the revised Licensed-Plus level. Technical assistance contractors will work with a cohort of 100 licensed family

home-based early learning and development programs drawn from programs that serve children receiving child care subsidy, children receiving services from Part C or Part B/619, children who are English language learners including the refugee population and, with special emphasis, from rural areas. Family home-based program owners and teachers in the cohort programs will be encouraged to enroll in college early childhood education courses with tuition scholarships and a \$500 stipend upon successful completion. In addition, technical assistance contractors would work with any programs that were evaluated in year three that did not achieve at least a level 3 stars designation to provide them with the opportunity to improve their quality in preparation for a second evaluation in year four. The project manager will partner with the DHHS Department of Information Technology to work on revising the current child care licensing website to include GSSS information for each Child Care Licensed early learning and development program. Toward the end of the year, the marketing campaign will be launched, to include a variety of materials, such as mobile apps, web pages and other modalities designed to meet the needs of families with young children. Also during year 4, the Race to the Top evaluation contractor will conduct a GSSS validation study to validate its effectiveness at differentiating the quality of early learning and development programs and to compare children's learning and development experiences between those attending lower rated early learning and development programs and those attending higher rated programs.

Sustainability

Sustainability of the technical assistance supports to programs to improve their quality will be achieved through the Child Care Resource and Referral regional offices, all of which have received intensive training to provide technical assistance to improve child care quality.

The activities timeline table is below. The performance measures can be found in Section B, tables (B)(2)(c), (B)(4)(c)(1), and (B)(4)(c)(2).

Table NH:P2-1. GSSS Activities, Collaborators, and Year of Implementation.

Key Activities	Person/Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
Complete the GSSS revision	GSSS Project Manager	DCYF, Consultants	X			
Create a plan to address fit and feasibility, and readiness for change	GSSS Project Manager	DCYF, Consultants	X			
Conduct a gap analysis	Consultant	DHHS, DOE, Spark NH	X			
Work on the GSSS data system	GSSS Project Manager	DOIT, Georgia GSSS Data System Staff	X	X	X	X
Recruit and train 15 technical assistance contractors	GSSS Project Manager	DCYF	X			
Recruit child care centers to participate in cohorts	GSSS Project Manager	DCYF, Spark NH, ELNH, NHAEYC, Child Care Aware® of NH	X	X		
Technical assistance contractors work with child care centers	GSSS Project Manager	Child Care Aware® of NH		X	X	X
Conduct cross-walk of the GSSS standards	GSSS Project Manager	NHAEYC, Head Start State Collaboration Admin, Part B/619		X	X	

Endeavor to recruit and train 5 child care center evaluation contractors	GSSS Project Manager	DCYF, Spark NH, ELNH, NHAEYC, Child Care Aware® of NH		X		
Develop GSSS standards for licensed family homes	GSSS Project Manager	ELNH, NHAEYC, National Family Child Care Association			X	X
Proposed evaluation contractors conduct onsite program evaluations	TA Contractors				X	X
Market the GSSS to professionals and families	Project Coordinator of Marketing & Public Awareness	Public Relations Contractor, DCYF, DOE			X	X
Work to revise the current child care licensing website to include GSSS information	DHHS Child Care Licensing Unit	Project Director, DHHS, DOE, Spark NH, ELNH			X	X
Launch the marketing campaign	Project Coordinator of Marketing & Public Awareness	Public Relations Contractor, DCYF, DOE				X
Conduct a GSSS validation study	Evaluation Contractor	Project Director, DHHS, DOE, Spark NH, ELNH				X

Priority 3: Competitive Preference Priority -- Understanding the Status of Children's Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application, address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive

preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 by writing to selection criterion (E)(1).

Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades. (10 points)

Priority 4 is designed to build upon the State's High-Quality Plan to improve birth through age five early learning outcomes, and to sustain and extend improved early learning outcomes through the early elementary school years, including by leveraging existing Federal, State, and local resources. The State will meet this priority based on the extent to which it describes a High-Quality Plan to improve the overall quality, alignment, and continuity of teaching and learning to serve children from preschool through third grade through such activities as--

- (a) Enhancing the State's kindergarten-through-third-grade standards to align them with the State's Early Learning and Development Standards across all Essential Domains of School Readiness;
- (b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families' capacity to address these needs;
- (c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade;
- (d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum;
- (e) Building or enhancing data systems to monitor the status of children's learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades; and
- (f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix,

these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 4: Preschool – Grade 3 Approaches to Sustain Early Learning

Outcomes – Project 10

The NH DOE is focused on educational transformation. Numerous projects including our partnership with the SWIFT Center, a U.S. DOE, Office of Special Education school reform initiative, clearly communicate the DOE's dedication and readiness to provide the highest quality education possible to our children. SWIFT is a national center whose mission is to help educators provide academic and behavioral support that will result in excellence and equity in education for all students, including those with the need for specialized resources and support. RTT-ELC offers a unique opportunity to expand our work to close the opportunity gaps many of our children experience as they enter public schools creating a seamless system of supports from kindergarten entry to when they graduate high school, college and career ready. We know that in order to have college and career ready graduates, children must be reading and writing on grade level, engage in 21st century skills, and have proficiency in mathematics. The timeline for all activities described below is depicted in Appendix P4-1.

10.1 FirstSchool Snapshot Professional Learning System

To meet these goals we will develop a cadre of early childhood experts through the adoption of a systems transformation model that aligns with the principles and processes of the FirstSchool Snapshot Professional Learning System (FirstSchool) which strengthens reading, writing and mathematical literacies through professional development, and strengthens relationships and partnership in communities with the largest opportunity gaps, including dual language learners, children with disabilities, and children living in poverty. Our RTT-ELC application will target 480 Title 1 classrooms (approximately 120 per year) with the highest needs representing 26% of our public school districts. This will include rural, rural remote, and our most linguistically diverse communities with the highest density of new Americans in

southern NH.

Years of work in schools and districts have made it clear that they have a need for: 1) data that provide an effective lens through which to view practice, drive a professional development agenda, and guide and monitor change and progress; 2) a mindset of continuous improvement and a district and school culture of collaborative inquiry that supports the development of professionals; and 3) leaders and teachers who are well versed in the research, data, and practices that support the growth and development of young children. These features comprise FirstSchool. FirstSchool focuses on building leaders and teachers who use research, data, and practices shown to best support the growth and development of young children that build on the CCSS and 21st Century Skills. The FirstSchool Snapshot is adapted from previous instruments used in the National Center for Early Development and Learning (NCEDL) Multi-State Study of Pre-Kindergarten and the State-Wide Early Education Programs Study (SWEEP). Over the past five years, a number of districts in North Carolina and Michigan used Title I, Title II, RTT-ELC funds, and grants from private foundations to use the FirstSchool Snapshot within or throughout their districts as a professional learning tool. The Snapshot is a true fit for the policy context of the NHCCRS, and school transformation and reform, because of its focus on effective teaching practices for high need populations. The Snapshot provides a unique window into how well teachers are implementing specific aspects of the Common Core State Standards. Current assessments work to measure content, but not the processes inherent to successful students. NHCCRS emphasizes collaboration, analysis, synthesis, voice, and integration – all processes that the Snapshot captures in multiple ways.

The FirstSchool Snapshot Professional Learning System includes a framework of ten research-based instructional practices designed to foster classroom cultures of caring, competence, and excellence. A culture of caring needs to be in place before substantive learning can occur. It is foundational to children's success as it ensures that they feel safe, valued, and accepted by adults and classmates. A culture of competence ensures each child is a productive, successful, and contributing member of the classroom team. A culture of excellence enables each learner to excel beyond minimal competencies. Within each of these cultures are three or four instructional strategies that have been identified as highly beneficial for African American, Latino, and low-income children in PreK-3 environments. Although these practices are ones that

will benefit *all* children, their absence is particularly detrimental to children of color and children living with poverty. FirstSchool focuses on:

- building state and district capacity to promote teachers' effective use of CCSS and state early learning and K-3 standards in PreK – 3rd Grade classrooms through a data-driven, continuous improvement approach;
- developing nuanced understandings of the Snapshot Professional Learning System that provides teachers with feedback on their pedagogy;
- providing insights into how CCSS plays out in daily classroom practice;
- guidelines for using the Snapshot to drive continuous improvement efforts in schools, particularly those who are struggling to meet the needs of specialized populations;
- offering professional learning institutes that serve to link early childhood research to practice, providing state and district personnel with a broader understanding of what constitutes best practices in PreK-3 classrooms.

As a train the trainer model FirstSchool offers sustainability through state and local capacity building and alignment to our SWIFT initiative and specifically focuses on our children with the highest needs through individualization and tier instruction models.

Twenty school teams per year comprised of PreK through Grade 3 teachers, an administrator, and a Parent Teacher Association representative will attend a weeklong summer residential institute focused on systems transformation, reading, writing and mathematical literacies, and identification of community development outreach opportunities. The institute will be facilitated by our systems transformation model (STM) and coaching teams. Participant teams will engage in PD and Coaching on (1) data collection and analysis; (2) adopting a mindset of continuous growth and inquiry; (3) brain research on best practices in early childhood with a focus on children with disabilities, children living in poverty, dual language learners and cross cultural teaching; (4) and progress monitoring.

The initial planning and action plans developed at the institute will be implemented over a one-year period. Project support will include: training in secure and reliable data collection and reporting; bi-monthly coaching in systems change with a focus on early childhood; cross state project team meetings; targeted professional development in reading, writing and mathematics strategies to support grade level reading and math proficiency; and alignment of supports with the NHCCRS and NH Kindergarten Readiness Indicators. These teams will impact

480 classrooms over the four-year grant period and build state capacity through a train the trainer model of transformation and professional development and sustainability. In total 24 principals, 8 NHDOE, 8 DHHS, and 16 teacher leaders will be trained in 20-24 school districts.

Administrators will be able to provide a complex, in depth tool designed to look at time distribution in the classroom across activity settings, learning content, and teaching approaches. Its unique contributions are in capturing a) a developmental perspective across the PreK-Grade 3 span, b) teachers' approaches to engaging children in learning across a variety of activities and content areas, c) student engagement in content, and d) children's engagement with each other in the academic setting. This information allows teachers to see objectively how much time is spent on various tasks and activities but also how they teach these subjects. Analysis of the time distribution data will show teachers whether they are more likely to engage in didactic instruction during math or literacy, whether they are instructing science in small groups to the extent that they want, and whether children are engaged in collaborative conversations as part of their project work during a social studies unit. The ability to combine various codes allows an exceptionally nuanced view of how instruction occurs in a classroom. Therefore, information gathered captures a full day of teaching and learning and provides a detailed picture of children's experiences in the classroom previously unavailable to teachers.

As teachers make changes to intentionally decrease or increase time spent on certain activities, the impact can be dramatic. The W.K. Kellogg Foundation funded the implementation of FirstSchool at four schools in North Carolina and three schools in Michigan. Project teachers using the First Schools Snapshot found that very small changes made a big difference in instructional time over the course of a school year. Increasing a research-based instructional strategy has direct and measurable impact on instructional time which when done with fidelity increases academic and social outcomes.

- 3% = 12 minutes/day, 60 minutes/week, 2700 minutes/year = 12 days = 2+ weeks more of instructional time
- 5% = 20 minutes/day, 100 minutes/week, 4500 minutes per year = 20 more days/year = 4 weeks more time
- 10% = 40 minutes/day, 200 minutes/week, 9000 minutes per year = 40 more days/year = 8 weeks more time
- Performance measures for this effort are included in Appendix P4-2.

10.2 Closing Opportunity and Achievement Gaps

Seventy-nine percent of the children in NH participating in reading and math assessments in grade 4 are in Title I schools and are receiving targeted services. Children living in poverty, dual language learners, and children with disabilities experience the largest gaps in reading and math proficiency.

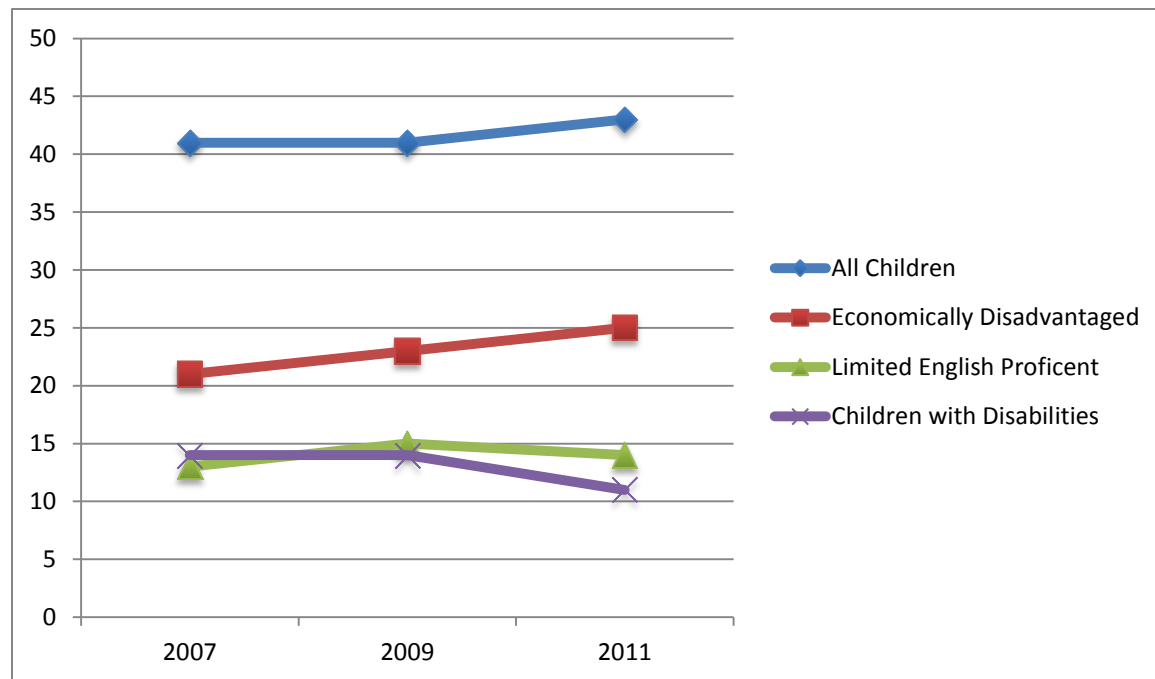


Figure 1. Percent of Students Performing At or Above Proficient in Reading (NAEP)
New Hampshire Department of Education.

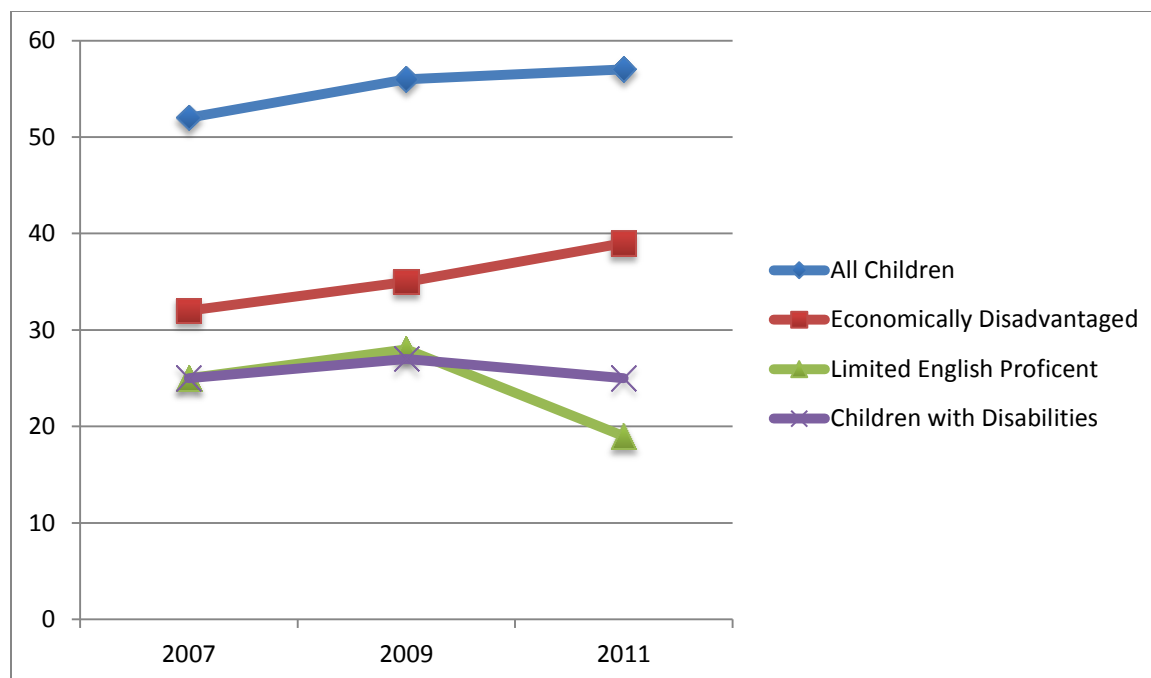


Figure 2. Percent of Students Performing At or Above Proficient in Mathematics (NAEP)
New Hampshire Department of Education.

In reviewing research in preparation for our application it became clear that effective teaching strategies were central to successful teaching and academic success of our children. In a review of *What Works in Teaching Math*, Slavin and Lake (2008) found that, “There is no evidence that different curricula give different achievement outcomes.” But they did find strong evidence that effective teaching strategies, classroom management/motivation, and changing the way children work in classrooms can improve literacy for all children. When reviewing research on early reading and writing literacy, teaching strategies again are found to be central to increased academic attainment. To close opportunity gaps children need high-quality language-learning environments in which they experience ongoing conversations with peers and adults discussing topics of their choosing so they can hear many examples of complex language, such as novel words, complicated sentences, and academic language beginning in PreK (Cabell et al., 2011). To address this need for research based teaching strategies in early mathematics we have identified key strategies to support early childhood teachers in PreK-Grade 3 settings. Examples are Cognitively Guided Instruction (CGI) and the Learning Trajectories Approach, and identified strategies to support early reading and writing, such as Project CHATT, Read-it-Again, and Peer Tutoring. Two literacy coaches, one focused on mathematics and a second on reading/writing,

will deliver professional development. These key strategies have been featured in *BETTER: Evidence-based Education*, an international publication from Johns Hopkins School of Education's Center for Research and Reform in Education and the University of York's Institute for Effective Education as well as the Promising Practices Network.

In addition to the positive impact of evidence-based teaching strategies, we also know that approximately 80% of the reading achievement gap between children from low-versus middle-income families stems from summer reading loss (Allington & McGill-Franzen, 2013); therefore our Math and Reading/Writing Literacy Coaches will develop free summer Reading and STEM programs for local community centers and libraries in each of our project towns and oversee CCSS and STEM workforce development grants to expand local initiatives that align with the RTT/ELC goals. Examples of NH programs on early childhood that could become sustainable through local workforce development grants focused on early childhood CCSS and STEM include: the *Expeditionary Learning-Enhanced Progression of Learning In Early Childhood* in the Monroe Consolidated School District that stresses multi-aged learning, child/teacher action research, and assistive technologies; and the Hampton School District *Preschool Project* that applies a reverse inclusion philosophy with goals to create a bridge between the district and private preschools in the Seacoast, thus ensuring continuity in program and curriculum through shared professional development and curriculum coherence.

To address opportunity gaps for dual language learners and children with disabilities two additional coaches will be hired to develop and implement a needs assessment in year one of the grant to develop action plans for each participating school or district and materials that will dovetail with the reading/writing and mathematics projects. This is critical to ensure all children and families have high levels of excellence and equity in their educational experiences. Our RTT-ELC Coaching/Technical Assistance Team will work with the systems transformation model we adopt to insure all projects are seamless. Student data will be collected using NECAP until the fall of 2015 when NH will transition to the Smarter Balanced assessment. Performance measures are included in Appendix P4-3.

10.3 Networks Professional Development Pathways Expansion

Sustainability is critical to our RTT-ELC application, therefore we will insure professional development projects are accessible to all Pre-K through Grade 3 educators regardless of whether they participated in the RTT-ELC grant-funded projects. We will

accomplish this through on-line professional development modules (called Pathways) that will be developed by our four project coaches and made available on the NH Network. Pathways will be developed in Early Childhood Literacy, STEM, Special Education, and Dual Language Learning. The NH Network's features let users connect to educators, reach out to experts in the field, explore hundreds of curated resources in our KnowledgeBase library, and join the communities and networks that are being launched across the state. A public link to allow families and community members the opportunity to use the NH Network for their own professional development will be added in the near future.

Each Pathways module will include research briefs on the relationship of child development and health to learning in the content areas with a focus on PreK-Grade 3. Activities that can be done in the home with found materials or research-based films that feature evidence-based teaching strategies will be shared with families. Materials will be produced in the top two languages spoken by children enrolled in schools in NH, English and Spanish. Performance measures are included in Appendix P4-4.

Priority 5: Competitive Preference Priority -- Addressing the Needs of Children in Rural Areas.
(5 points)

The State will meet this priority based on the extent to which it describes:

- (a) How it will implement approaches to address the unique needs (e.g., limited access to resources) of children in rural areas, including rural areas with small populations; and
- (b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high-quality Early Learning and Development Programs; and enhance the State's integrated system of high-quality early learning programs and services.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan; and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for

providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 5: Addressing the Needs of Children in Rural Areas

The obstacles that NH’s rural areas face include: poverty, lack of adequate numbers of highly trained health and mental health providers, difficulty accessing services due to long distances and transportation costs, inadequate funding, high caseloads for social service providers, and difficulties in accessing professional development or other systems-improvement learning opportunities.

Standards of quality for early learning and development services in rural communities are the same as in urban communities. However, because of the specific and unique challenges that NH’s rural areas face, local agencies need to use implementation approaches that have been proven effective in rural areas, focusing on community development and place-based services (i.e., those designed to reflect the characteristics of rural areas).

(a) Unique Rural Approaches

There are six evidence-based approaches that NH will use to better meet the needs of rural children and their families as well as the providers and educators who serve them. These unique approaches and examples of projects within our “Children: The Bedrock” Plan that exemplify these approaches are depicted below.

Examples of Rural Approaches Applied within “Bedrock” Projects

Rural Approach	Project Examples
Using and gathering data on the specific needs of NH’s rural children and their families and using those data to inform service planning and our FirstSchool initiative.	A gap analysis will be conducted to identify where children with high need reside and whether they are currently accessing high-quality early learning and development services. This information will be used by the Interagency Early Childhood Team to plan resource allocation to address unmet needs and the FirstSchool initiative.
Utilizing the Strengthening Families perspective.	All three Strengthening Families initiatives – a statewide summit, providing TA to child care programs not currently using the framework, and preparing credentialed SF trainers – will select 25% of their participants from NH’s rural counties.
Capitalizing on the use of technology to address the challenges posed by distance	The PORTAL and NH Network websites will make evidence-based practice modules equally

and weather.	accessible to professionals in any part of the state, including NH's most remote regions.
Applying cultural competence principles to promote sensitivity to cultures and values of rural communities in which trust, dependability, place-based and family-based history are essential.	The FirstSchool framework will provide training to participants in its summer institute on instructional practices that respect children's cultural heritage, including those from rural areas, and improve academic achievement.
Promoting flexible use of funds and breaking down "silos" including the use of collaborative service delivery and shared services agreements.	This project will support the development of Memoranda of Agreement between child care programs, Head Start, IDEA Part C providers, and local school districts to promote the smooth transition of children between programs, with 1/3 of the sites representing NH's rural counties. We will also incentivize enrollment by child care providers in a shared services collaborative.
Using the principles of "bridging social capital" to enhance cross-community connections.	The Administrator of NH's "Children: The Bedrock" Plan will collaborate with local and regional early learning and development providers and other community members to support the development of local planning groups that will take advantage of bridging social capital to enhance cross-community connections.

(b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high-quality Early Learning and Development Programs; and enhance the State's integrated system of high-quality early learning programs and services

The approaches described above will not only target children and their families with rural needs but reduce opportunity gaps, increase the number and percentage of children in high-quality programs, and enhance the overall system of high-quality ELD. Table 2 depicts examples of "Children: The Bedrock" projects that will address the needs of children with high needs and the outcomes those projects will achieve.

Table 2. Exemplar Projects Contributing to Improve Opportunity and Outcomes for Rural Children with High Needs

High Need Categories	Exemplar Projects	Outcomes
Children in poverty	Watch Me Grow/Developmental Screening, Training, and TA	25% of children screened in the Watch Me Grow project will live in families below 200% of the federal poverty level and reside in NH's most rural counties.
Children with disabilities	Assistive Technology	25% of the Early Learning and Development providers learning new AT skills will be from NH's most rural counties. 17% of FirstSchool educators will come from NH's rural schools receiving Title One Funds.
Children who are English language learners	Family leadership core competencies certificate and training. FirstSchool EC Leaders training (summer institute and onsite professional development).	5% of family members who complete courses within the Family Leadership Core Competencies Certificate and 5% of family members who participate in FirstSchool will have children who are English Language Learners.
Children and their families with mental health needs	Integrate trauma-informed care into cross-sector programs.	80% of participants from NH's rural counties participating in training and TA on trauma-informed care will demonstrate proficiency on fidelity of implementation measures of evidence-based practices.
Children from immigrant or refugee families	Family leadership core competencies certificate and training. FirstSchool EC Leaders Training (summer institute and onsite professional development).	Three family members who are recent immigrants or refugees will participate in a successful family-led advocacy effort as part of their involvement in the project's family leadership initiative. They will also help recruit additional new American families for future leadership activities.

VIII. BUDGET**BUDGET PART I: SUMMARY****BUDGET PART I -TABLES**

Budget Table I-1: Budget Summary by Budget Category--*The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	141,634	147,755	154,282	161,080	604,751
2. Fringe Benefits	112,817	125,582	140,133	156,631	535,163
3. Travel	9,541	9,541	9,541	9,541	38,165
4. Equipment	31,650	0	0	0	31,650
5. Supplies	5,000	2,000	1,000	1,000	9,000
6. Contractual	7,902,187	8,156,593	8,726,358	10,580,987	35,366,125
7. Training Stipends	0	0	0	0	0
8. Other	12,313	12,297	12,317	12,340	49,267
9. Total Direct Costs (add lines 1- 8)	8,215,142	8,453,768	9,043,631	10,921,580	36,634,121
10. Indirect Costs*	18,004	19,019	20,305	21,798	79,125
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	100,400	96,500	93,900	91,300	382,100
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	8,433,545	8,669,287	9,257,836	11,134,678	37,495,346

14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	8,433,545	8,669,287	9,257,836	11,134,678	37,495,346
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
NH Dept. of Education	8,433,545	8,669,287	9,257,836	11,134,678	37,495,346
Total Statewide Budget	8,433,545	8,669,287	9,257,836	11,134,678	37,495,346

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Governance & Planning	525,958	506,194	527,579	552,390	2,112,121
Research & Project Evaluation	570,947	587,650	604,920	622,630	2,386,147
Public Awareness	160,000	168,324	142,919	138,054	609,297
TQRIS: Stars to the Summit	1,409,387	2,076,338	2,854,372	4,765,343	11,105,440
ELD Outcomes	594,338	697,513	579,614	560,515	2,431,980
Family Engagement	108,674	107,864	300,134	297,485	814,157
Early Childhood Workforce	264,651	405,642	276,873	276,338	1,223,504
Kindergarten Entry Status	100,100	100,100	100,100	100,100	400,400
Integrated Data System	2,499,500	1,839,660	1,688,040	1,634,040	7,661,240
P-3 Approaches	2,199,990	2,180,003	2,183,285	2,187,782	8,751,060
Total Statewide Budget	8,433,545	8,669,287	9,257,836	11,134,678	37,495,346

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

“Children: The Bedrock of the Granite State” Budget

The State of New Hampshire requests \$37,495,346 from the Race to the Top-Early Learning Challenge fund to support the Granite State's “Children: The Bedrock” Plan. This prospective funding represents an unprecedented opportunity for New Hampshire to both improve the lives of our youngest citizens and build lasting capacity in the schools and programs that serve them. We have been diligent in crafting high-quality plans that will have the greatest impact in the four years of the grant period and believe there is strong alignment between the budget as proposed and the high-quality plans laid out throughout this document. We have focused our proposed expenditures on strengthening and expanding participation in our statewide Granite State Stars to the Summit (GSSS), on exploring the development of an integrated data system, and on Priority 4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades.

Two state agencies, the NH Department of Education (DOE) and the NH Department of Health and Human Services (DHHS), will work in close partnership to ensure efficient and effective administration, accountability, and high-quality implementation of the “Children: The Bedrock” Plan. The Commissioner of the DOE and the Commissioner of DHHS will jointly supervise the “Children: The Bedrock” Administrator (the Administrator), who oversees implementation of the entire grant and heads the Grant Management Team.

The NH Department of Education is the lead agency for this project and will assume overall responsibility for project administration, fiscal management, and oversight of all funds

and implementation. The DOE will employ the Grant Management Team comprised of three FTE temporary employees. The titles, salary grades, fringe benefits, travel, equipment, supplies, and other expense line items related to these positions are detailed in Budget Part II. The “Children: The Bedrock” Administrator will supervise the other two positions, the Accountant and Administrative Assistant. The Administrator will oversee the implementation of the estimated seven vendors, firms, or service providers, described in Figure 2 in Section A, and in the Project Leadership & Management Team Member Responsibilities Table below Figure 2 in Section A, which will be contracted for specific projects: 1) Research & Project Evaluation; 2) Public Awareness; 3) GSSS: Granite State Stars to the Summit; 4) Early Learning & Development Outcomes and Family Engagement; 5) Early Childhood Workforce; 6) Integrated Data System; and 7) Kindergarten Entry Status and P-3 Approaches.

The designation of one agency as the fiscal manager for a grant this size with such a cross-sector, comprehensive plan was a thoughtful and strategic decision within our state to help ensure that every aspect of the plan will be implemented most efficiently. The DOE is committed to the outcomes and the success of the projects and will be able to provide strong leadership to all state and local agencies involved. Please see the State Agencies MOU and the DOE Scope of Work (in separate file and in Appendix A10).

The NH Department of Health and Human Services will be engaged as a strong and committed partner in the implementation of the “Children: The Bedrock” Plan, as specified in the DHHS Scope of Work and the summaries of the roles and responsibilities in Table (A)(3)-1. Although DHHS will not manage project funds as it is more efficient in New Hampshire for one agency to take the lead, it will assign key staff to serve on the Interagency Early Childhood Team (Figure 1 in Section A) and work closely with the DOE and contractors on projects directly related to the work of its bureaus, including the projects named Granite State Stars to the Summit, Early Learning and Development Outcomes, Family Engagement, Early Childhood Workforce, Integrated Data System, and P-3 Approaches. See Table NH:A2 in Section A, entitled “Children: The Bedrock” Plan: Alignment of Selection Criteria, State Plan Goals, and Projects that Support Achievement of the Goals which lays out the ten projects in further detail.

Projects: New Hampshire’s “Children: The Bedrock” Plan includes ten cross-sector projects, some of which include multiple focus areas, as outlined below and described in Table NH:A2 in Section A.

Project 1: Governance & Planning – Addresses section (A)(2)(b) **\$2,112,121**

This project will create a solid governance structure that sets the foundation for the Granite State to provide all expectant families and children from birth through grade 3 and their families with the schools, programs, and supports they need to thrive. A governance structure designed to break down barriers and eliminate silos through an Interagency Early Childhood Team is critical to the success of the “Children: The Bedrock” Plan. Spark NH will continue to serve as an advisory body to the Commissioners of Education and of Health and Human Services and will align its work with that of the “Children: The Bedrock” Plan.

Project 2: Research & Project Evaluation – Addresses section (A)(3)(a)(1) **\$2,386,147**

Project research and evaluation will use valid and reliable methods to inform continuous project improvement and to demonstrate the extent to which the project achieved its goals and expected outcomes. A gap analysis study as described in Section B will be conducted to identify 1) the number and location of high-needs children in the state, 2) extent of their participation in high-quality early learning programs and family support services, and 3) the number of and location of high-quality learning programs and family support services available to serve the children not receiving services. The results of these analyses will be used to target programming efforts efficiently throughout the state. The evaluation will include three components: an evaluation of 1) project work plan implementation, 2) project outcomes or changes as a result of project activities, and 3) effectiveness and impact of the project on children and families.

Project 3: Public Awareness – Addresses section (A)(3)(a)(4) **\$609,297**

Consistent and powerful messaging about the early childhood years will help to increase the public’s awareness of the importance and characteristics of high-quality early learning and development programs, as well as their availability at the local, regional, and state levels. This project will be crucial to the alignment of early learning and development. The DOE will contract with a marketing and public relations plan development consultant, a cultural competence consultant, and a graphic designer to ensure the dissemination of high-quality, consistent public awareness messages.

Project 4: GSSS: Granite State Stars to the Summit – Addresses sections B(1), B(2), B(3), B(4), and B(5) **\$11,105,440**

Granite State Stars to the Summit (GSSS) will be an important revision to New Hampshire’s current TQRIS system, designed to better support early learning and development

programs in their efforts to offer the highest-possible quality services to the children and families they serve and to improve access for all families. This outcome is one of the primary goals of the “Children: The Bedrock” Plan. The project will address this aim through several focus areas, which collectively address sections B(1) – B(5), including: 1) promoting a shared definition and common understanding of a quality early childhood program; 2) revising Child Care Licensing Standards and integrating the new standards into the GSSS; 3) providing information, training and support to all programs regarding the GSSS; 4) developing a new online system to join GSSS, modeled after Georgia’s Quality Rated website, and marketing it effectively to early childhood professionals; 5) providing in-person and online training and technical assistance to both increase the number of programs that participate in higher levels of the GSSS – from 18% to 50% – and improve the state’s capacity to monitor and provide support for participating programs; 6) conducting a study of the number of children with high needs currently enrolled in programs, in which programs children are enrolled, and the number of eligible children who are not enrolled; 7) collaborating to create a public awareness campaign for families, especially those with high need, about finding or selecting a high-quality program; and 8) conducting a GSSS validation study.

Project 5: Early Learning & Development Outcomes – Addresses sections

(C)(1)(3)(4) **\$2,431,980**

The project seeks to prioritize Early Learning and Development (ELD) Outcomes and includes several cross-sector, inter-related projects to promote positive early learning and development outcomes for children and their families in order to prepare for success in school and in life. Included are: Assistive Technology (C)(3)(b); Let’s Grow! NH and Child and Adult Food Program (C)(3)(c); Watch Me Grow developmental screening and training and technical assistance and Maternal, Infant and Early Childhood Home Visiting (MIECHV) (C)(3)(d)(1); Trauma-Informed Care in Early Learning and Development programs (C)(3)(e); and the Infant, Toddler, Preschool Linkages initiative, designed to improve linkages between early intervention, child care, Head Start and preschool special education (C)(3)(e). More detailed descriptions on all these projects may be found in section (C)(3) of the application as well as in the Appendices.

Project 6: Family Engagement – Addresses section C(4) **\$814,157**

This project will further expand New Hampshire’s capacity to fully engage families in their child’s development and will develop family leadership and advocacy skills for families of

young children from birth through grade 3. Focus areas include a Family Leadership Core Competencies Certificate Program, expansion of our state's Strengthening Families initiatives, and replication and knowledge sharing of best practices in local and regional early childhood systems work, such as the Lakes Region Better Together initiative, the Seacoast Early Learning Alliance, and the Coos Coalition for Young Children and Families. (C)(3)(a)-(c).

Project 7: Early Childhood Workforce – Addresses section D(1) **\$1,223,504**

This project will focus on areas: aligning coursework and professional development to our Workforce Knowledge and Competency Framework, enhancing pre-service field experience, supporting a credential in Early Childhood and Family Mental Health, and enhancing the functionality of the PORTAL website. These focus areas will aim to address section D(1).

Project 8: Kindergarten Entry Status – Addresses section E(1) **\$400,400**

The purpose of this project is to develop a Kindergarten Entry Assessment System for New Hampshire through cross-sector and agency collaboration. The DOE will place particular emphasis on this work. The project will identify and employ comprehensive assessment tools that are valid and reliable, aligned with the Common Core State Standards, state early learning standards, and the *Head Start Child Development and Early Learning Framework*.

Project 9: Integrated Data System – Addresses section E(2) **\$7,661,240**

The DOE and DHHS will work together to explore the design of an early childhood longitudinal data system that would integrate the data currently collected in the state by the two agencies. The project includes contractual funds to explore the design of the early childhood longitudinal data system, project website, dashboard and reporting structures, identification and acquisition of the longitudinal Early Childhood Data System hardware, if needed, and database and query engine software. Funds have also been included for DHHS data center upgrades that would be necessary to support the data system's additional hardware and software including backup and disaster recovery capacity, security, and annual database and query engine software licenses. The last year of the project will explore an integration plan to build out the DOE K-20 system that would create an EC-20 system that connects DHHS data to DOE data for data analysis and to inform policy and practice.

Project 10: Pre-K-Grade 3 Approaches – Addresses Priority 4 **\$8,751,060**

The project aims to ensure our state's young people will be college and career ready, reading and writing at grade level, engaging in 21st century skills, and have proficiency in

mathematics. This outcome is one of the primary goals of the “Children: The Bedrock” Plan. The project will develop a cadre of early childhood experts through the adoption of a systems transformation model that aligns with the principles and processes, FirstSchool Snapshot Professional Learning System, which strengthens reading, writing, and mathematical literacy through professional development. It will strengthen relationships and partnerships in communities with the largest opportunity gaps for dual language learners, children with disabilities, and children living with poverty. The project will target 480 Title 1 classrooms (approximately 120 per year) with the highest needs representing 26% of our public school districts. This will include rural and remote communities as well as our most linguistically-diverse programs with the highest density of new Americans in southern New Hampshire.

By concentrating on improving outcomes for young children and building lasting capacity in the birth through grade 3 sectors and workforce, the one-time infusion of Race to the Top-Early Learning Challenge funds can put New Hampshire decades ahead of where it might have been without it.

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--*The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.*

NH Department of Education

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	141,634	147,755	154,282	161,080	604,751
2. Fringe Benefits	112,817	125,582	140,133	156,631	535,163
3. Travel	9,541	9,541	9,541	9,541	38,165
4. Equipment	31,650				31,650
5. Supplies	5,000	2,000	1,000	1,000	9,000
6. Contractual	7,902,187	8,156,593	8,726,358	10,580,987	35,366,125
7. Training Stipends					0
8. Other	12,313	12,297	12,317	12,340	49,267
9. Total Direct Costs (add lines 1-8)	8,215,142	8,453,768	9,043,631	10,921,580	36,634,121
10. Indirect Costs*	18,004	19,019	20,305	21,798	79,125
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	100,400	96,500	93,900	91,300	382,100
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000

13. Total Grant Funds Requested (add lines 9-12)	8,433,545	8,669,287	9,257,836	11,134,678	37,495,346
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	8,433,545	8,669,287	9,257,836	11,134,678	37,495,346

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

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Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

NH Department of Education

Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Governance & Planning	525,958	506,194	527,579	552,390	2,112,121
Research & Project Evaluation	570,947	587,650	604,920	622,630	2,386,147
Public Awareness	160,000	168,324	142,919	138,054	609,297
TQRIS: Stars to the Summit	1,409,387	2,076,338	2,854,372	4,765,343	11,105,440
ELD Outcomes	594,338	697,513	579,614	560,515	2,431,980
Family Engagement	108,674	107,864	300,134	297,485	814,157
Early Childhood Workforce	264,651	405,642	276,873	276,338	1,223,504
Kindergarten Entry Status	100,100	100,100	100,100	100,100	400,400
Integrated Data System	2,499,500	1,839,660	1,688,040	1,634,040	7,661,240
P-3 Approaches	2,199,990	2,180,003	2,183,285	2,187,782	8,751,060
Total Statewide Budget	8,433,545	8,669,287	9,257,836	11,134,678	37,495,346
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p><u>Column (e):</u> Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

Through the state's contracting process, it is proposed that the DOE will bring \$35,366,125 of the requested \$37,495,346 to the state's Governor and Executive Council for an estimated seven proposed contracts for the ten projects, listed above in Budget Part I-Narrative. \$382,100 of the total grant funds will be brought to the Governor and Executive Council for inter- and intra- agency efforts to improve coordination and care. The remainder of the funds, \$1,747,120 or 4.65%, are designated for grant management and program administration: the related budget categories, detailed below in tables, are the costs incurred by the DOE. The contractual budget category is reported below by project.

1) Personnel The DOE will hire three temporary employees to manage the grant. 1) The "Children: The Bedrock" Administrator is in charge of implementing and managing the grant and will report to the Commissioner of the DOE and the Commissioner of DHHS. The position is estimated to be full-time at the state-designated level of Administrator III (33). 2) The Accountant reports to the Administrator, manages the grant funds, assists with the contracting, and is estimated to be full-time at the state-designated level of Accountant III (21). 3) The Administrative Assistant reports to and assists the Administrator and Accountant, gives administrative support on grant matters to the Commissioners and the Interagency Early Childhood Team, and is estimated to be full-time at the state-designated level of Administrative Assistant (17). The salaries for these temporary employees, based on the state salary grade level system, are outlined below. See the DOE and DHHS Scopes of Work.

PERSONNEL	Year 1	Year 2	Year 3	Year 4	TOTALS
Administrator III (31)	64,492	67,432	70,616	73,968	276,508
Accountant III (21)	41,730	43,394	45,226	47,112	177,462
Admin. Assistant (17)	35,412	36,929	38,440	40,000	150,781
TOTALS	141,634	147,755	154,282	161,080	\$604,751

2) Fringe Benefits State salary grade level system figures were used to establish the costs of the fringe benefits for each temporary employee for the four-year grant period. The benefits as percentage of salary range from 66-78% through the grant period for the Administrator, from 87-107% for the Accountant, and from 97-121% for the Administrative Assistant.

FRINGE BENEFITS	Year 1	Year 2	Year 3	Year 4	TOTALS
Administrator III (31)	42,327	46,827	51,948	57,740	198,842
Accountant III (21)	36,112	40,266	45,018	50,419	171,815
Admin. Assistant (17)	34,378	38,489	43,167	48,472	164,506
TOTALS	112,817	125,582	140,133	156,631	\$535,163

3) Travel The mileage was estimated at a total of 16,887 miles per year between the three employees at a rate of \$0.565 per mile to support and realize the grant and projects' goals. The estimates take into account the emphasis on early childhood system building work in rural areas.

TRAVEL	Year 1	Year 2	Year 3	Year 4	TOTALS
Mileage	9,541	9,541	9,541	9,541	\$38,165

4) Equipment The projected equipment needs include office equipment for the three temporary employees, such as computer work stations, laptops, and printer/fax/copiers.

EQUIPMENT	Year 1	Year 2	Year 3	Year 4	TOTALS
Hardware	31,650	0	0	0	\$31,650

5) Supplies The prospective costs for supplies include the office supplies and postage and copying. It is expected that extra office supplies will be required in the first year.

SUPPLIES	Year 1	Year 2	Year 3	Year 4	TOTALS
Office Supplies	5,000	2,000	1,000	1,000	\$9,000

6) Contractual – \$35,366,125 Specific projects will require a contractual agreement with a vendor, firm or service provider, and the budgets for these are estimates of the prospective costs required. For these entities, an indirect cost rate of up to 8% was applied to the contracts listed below. The DOE does not charge its indirect cost rate of 6.4% to contracts. A rate of .1% was applied to each project total, exclusive of equipment and training stipend costs, to support project audits. The DOE has followed the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36 and will continue to do so until all contracts have been procured.

Project 1: Governance & Planning – \$2,107,121 The Project 1 budget includes costs for grant management and program administration, detailed in the budget category tables

included within this section, and inter- and intra- agency efforts to improve coordination and care. See #11 below.

Project 2: Research & Project Evaluation – \$2,386,147 The Project 2 budget includes: \$2,113,395 for the following contracted positions – Project Director (1 FTE), Project Managers (2 FTE), 3 Data Coordinators (2.5 FTE), Evaluation Analysts (3 FTE), Data Support Analysts (3 FTE), and Support Staff (3 FTE); \$4,000 for conference and meeting expenses; \$20,000 for a survey contractor; \$16,000 in-state travel; and \$56,000 for office equipment, computer workstations and laptops and software.

Project 3: Public Awareness – \$609,297 The Project 3 budget includes: \$60,000 per year for project management (1FTE); \$20,000 per year for marketing expertise to develop yearly public awareness plans; \$140,000 for graphic design work; \$10,000 in Year 1 for web design; \$20,000 per year in Years 2-4 for printing and publication; \$5,000 per year for consultation on cultural competence to ensure all families are included; and \$5,000 for a survey contractor.

Project 4: TQRIS: Stars to the Summit – \$11,105,440 The Project 4 budget includes: \$60,000 per year for project management (1FTE); \$500,000 for developing an online system to enroll in and manage the GSSS); \$1,050,000 for a validation study and evaluators of the GSSS; \$1,540,000 for one-time subgrants to early learning and development providers as support and incentive to achieve higher levels within the GSSS – \$2,000 for centers and \$1,000 for family-based programs (in Year 2: 180 centers at the preparatory level; Year 3: 180 centers at preparatory and 180 centers reaching levels 3-5; Year 4: 100 family-based programs at preparatory and 180 centers reaching higher levels); \$615,720 for the state's shared services initiative will provide all licensed early learning and development programs – 700 centers and 200 family-based programs – one year on the national ECE Shared Resources web platform and will provide one year for 360 centers participating in the preparatory or higher levels of the GSSS the boots-on-the-ground cost- and time-savings and quality improvement benefits of the Seacoast Early Learning Alliance; \$210,000 to design and develop online training modules based on the state early learning standards; \$1,107,363 in subgrants to early learning and development programs for tiered reimbursement quality awards based on child care scholarship payments received – preparatory level at 5%, level 3 at 10%, level 4 at 12%, and level 5 at 15%; \$500,000 for marketing to promote the GSSS to programs and families; \$1,080,000 in college course tuition assistance for the early childhood workforce; \$696,000 for \$500 stipends to teachers for

course completion; and \$2,133,404 over the grant period for 15 technical assistance professionals and 5 program evaluators to boost the capacity of programs and of the workforce.

Project 5: Early Learning & Development Outcomes – \$2,431,980 The Project 5 budget includes expenditures in the following focus areas: Assistive Technology (\$511,315); Let's Grow! NH (\$204,152); Child and Adult Food Program (\$25,175); Watch Me Grow developmental screening and training and technical assistance (\$731,994); Trauma-Informed Care in Early Learning and Development programs (\$839,344); and the Infant, Toddler, Preschool Linkages initiative (\$120,000).

Project 6: Family Engagement – \$814,157 The Project 6 budget includes expenditures in the following focus areas: Family Leadership Core Competencies Certificate Program (\$590,805), expansion of our state's Strengthening Families initiatives (\$75,784), and knowledge sharing between local/regional early childhood systems best practices (\$147,568).

Project 7: Early Childhood Workforce – \$1,223,504 The Project 7 budget includes: \$120,000 to expand functionality in Year 2 of either the DOE's New Hampshire Network or the Spark NH PORTAL webpage by designing and developing an eLearning time bank platform in which the early childhood workforce can give and get coaching, mentoring and technical assistance; \$10,000 for web design in Year 1; \$60,000 per year for project management (1FTE); \$627,894 for the focus area regarding the Higher Education Roundtable ; and \$173,510 for the focus area regarding the Early Childhood and Family Mental Health Credential.

Project 8: Kindergarten Entry Status – \$400,400 The Project 8 budget includes \$100,000 per year to identify and use a valid and reliable tool for assessment and for the needed training and alignment work of the initial phase introduced during the grant period.

Project 9: Integrated Data System – \$7,661,240 The Project 9 budget includes: \$120,000 per year for a Project Director (1FTE); \$50,000 per year for a Project Support (1FTE); \$250,000 per year each for the DOE and DHHS for staff support; \$100,000 per year for a Project Manager (1FTE); \$70,000 per year for Business Analysts (2FTE); \$110,000 per year for a Technical Architect (1FTE); \$80,000 per year for Programmers (2FTE); \$50,000 in Year 1 for a Product Selection Consultant (.5FTE); \$145,000 for a Website Designer – (.25FTE) Year 1, (.5FTE) Years 2 and 3, (.27FTE) Year 4; \$20,000 in Year 1 for a Query Engine Consultant (.25FTE); \$155,000 for a Dashboard and Report Designer – (.3FTE) Year 1, (.5FTE) Years 2-3, (.27FTE) Year 4; \$20,000 per year for a Data Security Consultant (.25FTE); \$1,775,000 in

equipment, including hardware, software, query engine, upgrades and licenses; \$38,000 including office furniture and supplies; \$20,000 for travel for 3 DHHS staff; and \$240,000 for training staff at DOE and DHHS in the new Data system, printing, postage, internet, and phone.

Project 10: Preschool-Grade 3 Approaches – \$8,751,060 The Project 10 budget includes: four coaches at \$65,000 each per year – EC Literacy, EC STEM, EC Special Education, EC Dual Language – earning \$40 per hour, 32.5 hours per week, 50 weeks per year; \$120,000 per year for professional development materials for each of the four content areas listed above – \$1,000 per classroom for a total of 480 Title I classrooms; \$1,225,000 per year for leadership training to develop a cadre of experts, such as the FirstSchool Snapshot Professional Learning System; \$60,000 in workshop development grants for Common Core State Standards outreach; \$351,275 for participation in four Summer Institutes; \$60,000 in workshop development grants for EC STEM outreach; and \$60,000 per year for project management (1FTE).

7) Training Stipends Training stipends were not allocated for the Grant Management Team.

TRAINING STIPENDS	Year 1	Year 2	Year 3	Year 4	TOTALS
Stipends	0	0	0	0	\$0

8) Other The other budget category includes the .1% of total direct costs for audit, \$2,500 per year charge for office space at the DOE per temporary employee (3), and \$1,500 per year charge per employee (3) for information technology, such as phone and internet.

OTHER	Year 1	Year 2	Year 3	Year 4	TOTALS
Office and Technology	12,313	12,297	12,317	12,340	\$49,267

9) Total Direct Costs – \$36,634,121

10) Indirect Costs The DOE has an indirect cost rate of 6.4% that was applied to the budget categories of personnel, fringe benefits, travel, equipment, supplies, and other as laid out in the tables above.

INDIRECT COSTS	Year 1	Year 2	Year 3	Year 4	TOTALS
Indirect at 6.4%	18,004	19,019	20,305	21,798	\$79,125

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

\$382,100 will be distributed to an Early Learning Intermediary Organization over the four-year grant period. \$90,000 per year will support inter- and intra- agency efforts to improve coordination and care. Funds from Project 7, Early Childhood Workforce, will be used to increase the understanding and use of the Spark NH PORTAL webpage by early childhood professionals. Marketing expertise and technical assistance of the PORTAL will be contracted out and expended as follows. Year 1: 8 hrs/wk @\$25/hr x 52 wks = \$10,400. Year 2: 5 hrs/wk @\$25/hr x 52 wks = \$6,500. Year 3: 3 hrs/wk @\$25/hr x 52 wks = \$3,900. Year 4: 1 hr/wk @\$25/hr x 52 wks = \$1,300.

12) Funds set aside for participation in grantee technical assistance – \$400,000 \$100,000 per year has been set aside for travel costs for participating in grantee technical assistance.

GRANTEE TA	Year 1	Year 2	Year 3	Year 4	TOTALS
Set Aside for Travel	100,000	100,000	100,000	100,000	\$400,000

13) Total Funds Requested – \$37,495,346

14) Other Funds Allocated to the State Plan – \$0 See Table (A)(4)–1 for a statewide list of the “Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.”

15) Total Budget – \$37,495,346

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?	
YES	<input checked="checked" type="radio"/>
NO	<input type="radio"/>
If yes to question 1, please provide the following information:	
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):	
From: 07/01/2011	To: 06/30/2013
Approving Federal agency: <u> X </u> ED <u> </u> HHS <u> </u> Other	
(Please specify agency): <u> NH Department of Education </u>	

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.